

Consolidated State Application

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

**Requested Application Submission: June 12, 2002
DATED MATERIAL-OPEN IMMEDIATELY**

CONSOLIDATED STATE APPLICATION

TABLE OF CONTENTS

General Introduction

- Authority
- Official Documents Notice
- Eligibility
- Purpose of the Consolidated State Application
- Transmittal Instructions

Consolidated State Application Signature Page

- Instructions for Signature Page

Safe and Drug Free Schools and Communities Act Chief Executive Officer Cover Sheet

ESEA Programs Included in the Consolidated Application

- Checklist

Consolidated State Application Contents

- Part I: ESEA Goals and Indicators
- Part II: State Activities to Implement ESEA Programs
- Part III: ESEA Key Programmatic Requirements and Fiscal Information

- GEPA Requirements

Assurances and Certifications

- General and Cross-Cutting Assurances
- Certification
- ESEA Program Specific Assurances

Appendix A

- Application for Competitive Grants Under Title VI, Subpart I, Section 6112

The Consolidated State Application is on the Department of Education's website at <http://www.ed.gov/offices/OESE/esea/regsandguidance.html>.

GENERAL INTRODUCTION

AUTHORITY

The Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB), Title IX, Part C, Sections 9301-9306. The NCLB can be found at: <http://www.ed.gov/legislation/ESEA02/>

OFFICIAL DOCUMENTS NOTICE

The official document governing this application is the Federal Register Notice of final requirements for the consolidated application published in the Federal Register on June __, 2002. This Notice is available electronically at the following web sites:

<http://www.access.gpo.gov/nara/index.html> and
<http://www.ed.gov/legislation/FedRegister>.

ELIGIBILITY

The State educational agency, after consultation with the Governor, may submit a consolidated State application for each of the covered programs (Section 9101(13)) in which the State participates, and such other programs as the Secretary may designate. (Note: Section 9305 extends local educational agencies receiving funds under more than one covered program the option of submitting a consolidated plan or application to the State educational agency. The SEA, in consultation with the Governor, is required to collaborate with LEAs in establishing procedures for submission of these plans or applications, and to require “only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the [LEA] plan or application.”)

PURPOSE OF THE CONSOLIDATED STATE APPLICATION

The Consolidated State Application is informed by the overall philosophy of the No Child Left Behind Act of 2001. The Application is an expression of the key principles of President George W. Bush’s education reform plan:

1. Stronger accountability for results,
2. Increased State and local flexibility and reduced “red tape,”
3. Expanded choices for parents, and
4. An emphasis on teaching methods that have been proven to work.

Section 9302 of NCLB provides to States the option of applying for multiple ESEA program funds through a single consolidated application. Although a central, practical purpose of the Consolidated State Application is to reduce “red tape” and burden on States, the Consolidated Application is also intended to have the important pedagogical purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the SEA will coordinate planning and service delivery across multiple State and local programs.

The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The design of the Consolidated State Application fosters the goal of a coherent, well-integrated, and comprehensive educational plan in the following ways:

1. Part I of the Application provides Goals and Indicators that focus on student achievement, leaving no child behind. The five goals address levels of academic proficiency that all students would meet, the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local, and federal educational resources will be integrated and coordinated to reach the overarching goal of improved student achievement.
2. Part II of the Application continues the theme of comprehensive, coordinated planning and service delivery. In addition to providing the framework for standards, assessments, and accountability, Part II suggests that State strategies and activities undertaken with administrative funds from ESEA programs reflect in their implementation cross-program efforts. For example, the part of the State plan providing for technical assistance to local districts might be one consolidated plan that provides for comprehensive service delivery for all programs rather than that the process of technical assistance be fragmented and dependent on specific, individual program requirements.
3. Part III of the Application, "Key Programmatic and Fiscal Information," addresses the Department's overall responsibility for ensuring the programmatic and fiscal integrity of the ESEA programs. To meet this responsibility, the Department needs to review and approve information on how the State would comply with a few key requirements of the individual ESEA programs included in the Application. Part III is intended to provide information that will assist the Department in its work but also to support comprehensive, integrated State planning and service delivery by aligning with the five goals of Part I. Each of the ESEA programs included in the consolidated application can assist States in addressing one or more of the ESEA goals described in Part I of the application. One model for the relationship between the five goals of Part I and the individual programmatic and fiscal requirements in Part III is suggested in the chart below. The chart, "Alignment between ESEA Programs and ESEA Goals," shows in the shaded cells how one or more of the five ESEA goals are supported by the individual ESEA programs included in the application.

Alignment between ESEA Programs and ESEA Goals

ESEA Goals

Program	Goal 1: Reading and Math	Goal 2: English for LEP students	Goal 3: Qualified Teachers	Goal 4: Learning Environments	Goal 5: Graduation
Title I, Part A					
Title I, Part B, 3					
Title I, Part C					
Title I, Part D					
Title I, Part F					
Title II, Part A					
Title II, Part D					
Title III, Part A					
Title IV, Part A, 1					
Title IV, Part A, 2					
Title IV, Part B					
Title V, Part A					
Title VI, Part A, 1, 6111					
Title VI, Part A, 1, 6112					
Title VI, Part B, 2					

Submission of Information and Date

Descriptive information and data requested in Parts I through III of the Application will be submitted at different times. The information about the individual ESEA programs included in Part III (“Key Programmatic and Fiscal Information”) of the application and the strategies or timelines for implementing them in ways that focus on increased student achievement (Part II, “State Activities to Implement ESEA Programs”) will be due **June 12, 2002**. The State’s agreement to adopt the five ESEA Goals and the related Indicators (Part D), as well as a statement that the State will identify performance targets and submit baseline data for the targets when requested in 2003, is also due **June 12, 2002**.

In **January of 2003**, a description of how the State calculated its “starting point” as required for adequate yearly progress (AYP), the State definition of AYP, and the minimum number of students the State has determined to be sufficient to yield statistically reliable information will be due.

The States performance targets, related to the ESEA Goals and Indicators, will be due in the **spring of 2003**. Baseline data for AYP data and for related performance targets also will be due in the **spring of 2003**. Baseline data for non-AYP performance targets will be due in the **fall of 2003**.

Timelines that States submit for standards, assessments and accountability systems or other data requirements must describe the major milestones or key steps the State will carry out to meet the requirement. The timeline should provide enough information to demonstrate that all critical steps will be carried out in a timely way and that the State will be able to meet the requirement.

The Timeline Submission Chart below shows actual estimated due dates for submission of application information.

Timeline for Submission of Components of the Consolidated State Application

Application Section	Topic*	Date Due							
		6-12-02	9-15-02	1-31-03	5-01-03	9-01-03	5-01-06	12-01-06	12-01-08
Part I	Goals and Indicators								
	Adoption of Goals and Indicators	√							
	Setting State Targets				√				
	AYP Baseline Data				√				
	Non-AYP Baseline Data					√			
Part II	State Activities								
	1a Adopting academic content standards/grade-level expectations in math and reading	Timeline of major milestones			Evidence				
	1b Adopting academic content standards/grade-level expectations in science	Timeline of major milestones			Detailed timeline		Evidence		
	1c Developing and implementing required assessments	Timeline of major milestones			Detailed timeline			Evidence of 3-8	Evidence of science
	1d Setting academic achievement standards	Timeline of major milestones			Detailed timeline			Evidence of 3-8	Evidence of science
	1e Calculating starting point			√					
	1f Definition of AYP			√					
	1g Minimum number for statistical reliability & justification			√					
	1h Evidence of single accountability system	Plan			Evidence				
	1i Languages present, assessments in, assessments needed in	√							
	1j LEA assessment of English proficiency	√							
	1k Standards and objective for English proficiency	Status of efforts			Measurable objective				
	2 Subgrant process for each program with competitive subgrants	√							
	3 State system for monitoring, professional development, and technical assistance	√							
	4 Statewide system of support under Sec 1117	√							
	5 Activities related to: schoolwides, teacher quality, technology, parental and community involvement, securing baseline and follow-up data	√							
	6 Coordination of programs	√							
	7 Strategies for determining subgrantee progress	√							
Part III	Programmatic Requirements and Fiscal Information								
	ALL	√							
	Assurances & Certifications								
	ALL	√							
Appendix	Sec 6112 Enhanced State Assessments								
	ALL		√						

* Topics are listed in abbreviated form. See body of application package for full text of submission requirements.

Data Management

Additional considerations that guide the procedures for the consolidated State application include the Department's data management initiatives for the electronic collection of data and information. During 2002 and beyond, the Department will work with LEAs and SEAs to establish data standards for performance indicators and other information collected from States and districts. The Department will also confer with LEA and SEA officials, the research community information technology vendors, and other interested parties on ways in which States, LEAs, and schools can collect and record useful baseline and follow-up data through an Internet-based format. The new format will accommodate the measurement of success relative to the various indicators that the Department and States have adopted. Future application and reporting guidelines, therefore, will encourage electronic reporting and provide States with additional options in fulfilling federal information requests.

TRANSMITTAL INSTRUCTIONS

To expedite the receipt, review and approval of applications, please send your application via the Internet as a .doc file or an .rtf or .txt file or provide (to marcia.kingman@ed.gov) the URL for the site where your application is posted on the Internet. Send to conapp@ed.gov. Please send a follow-up, signed paper copy of "Consolidated State Application Signature Page" and "Safe and Drug Free Schools and Communities Act Chief Executive Officer Cover Sheet" via an express carrier.

A State that submits only a paper application must include one signed original and eight additional copies.

Mail to

Marcia J. Kingman
U.S. Department of Education
400 Maryland Ave.
Washington, D.C. 20202-6400

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 150 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to Consolidated State Application, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E213, Washington, D.C. 20202-6400.

INSTRUCTIONS FOR COMPLETING SIGNATURE PAGE

1. Legal Name of Applicant. Enter the legal name of applicant and the name of the primary organizational unit that will undertake the assistance activity.
2. D-U-N-S Number. Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: <http://www.dnb.com>. Taxpayer Identification Number. Enter the taxpayer's identification number as assigned by the Internal Revenue Service.
3. Address. Enter the address of the Applicant Agency (#1).
4. Program Contact. Name, address, telephone and fax numbers, and email address of the person to be contacted on matters involving this application.
5. Federal Debt Delinquency. Check "Yes" if the SEA is delinquent on any Federal debt. (This question refers to the applicant's organization and not to the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.) Otherwise, check "No."
6. Certification of Assurances and Application Contents. To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office.

SAFE DRUG-FREE SCHOOLS AND COMMUNITIES ACT STATE GRANTS

Chief Executive Officer Cover Sheet

<p>1. Legal Name of Applicant Agency (Chief Executive Office): Alaska Department of Education & Early Development</p>	<p>2. DUNS Number: 809386824</p>
<p>3. Address (including zip code): 801 West 10th Street, Suite 200 Juneau, AK 99801</p>	<p>4. Contact Person Name: PJ Ford Slack Position: Director of Teaching & Learning Support Division Telephone: 907-465-8689 Fax: 907-465-6760 E-Mail Address: pj_ford@eed.state.ak.us</p>
<p>5. Reservation of Funds: <u>20</u> % Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation.</p>	
<p>6. By signing this form the Governor certifies the following: a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State): i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR). ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program. iii. <u>Assurances and Certification</u>. Any assurances or certifications included in the Application under “Assurances and Certifications.” iv. <u>Cross-Cutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs).v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certification in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96.) b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.</p>	
<p>8. Typed name of Chief Executive Officer Shirley J. Holloway, Ph.D.</p>	<p>9. Telephone Number: 907-465-2802</p>
<p>10. Signature of Chief Executive Officer</p>	<p>11. Date</p>

**ESEA PROGRAMS INCLUDED IN
THE CONSOLIDATED STATE APPLICATION**

CHECKLIST

The State of Alaska requests funds for the programs indicated below:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3: Even Start Family Literacy
- Title I, Part C: Education of Migrant Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F: Comprehensive School Reform
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- Title IV, Part A, Subpart 2: Community Service Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part A: Innovative Programs
- Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools

SEA CONTACTS FOR ESEA PROGRAMS

ESEA Program Title	SEA Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	Eric Madsen	465-2970	eric_madsen@eed.state.ak.us
Title I, Part B, 3	Susan Cuvelier	465-8706	susan_cuvelier@eed.state.ak.us
Title I, Part C	Carole Green	465-2886	carole_green@eed.state.ak.us
Title I, Part D	Terri Campbell	465-8719	terri_campbell@eed.state.ak.us
Title I, Part F	Melora Gaber	465-8707	melora_gaber@eed.state.ak.us
Title II, Part A	Bev Smith	465-8718	beverly_smith@eed.state.ak.us
Title II, Part A	Eric Madsen	465-2970	eric_madsen@eed.state.ak.us
Title III, Part A	PJ Ford Slack	465-8689	pj_ford@eed.state.ak.us
Title III, Part A	Eric Madsen	465-2970	eric_madsen@eed.state.ak.us
Title IV, Part A (SEA)	Beth Shober	465-2887	beth_shober@eed.state.ak.us
Title IV, Part A (Governor)	Terri Campbell	465-8719	terri_campbell@eed.state.ak.us
Title IV, Part A, Subpart 2	Beth Shober	465-2887	beth_shober@eed.state.ak.us
Title IV, Part B	Terri Campbell	465-8719	terri_campbell@eed.state.ak.us
Title V, Part A	Bev Smith	465-8718	beverly_smith@eed.state.ak.us
Title VI, Part A, Subpart 1, 6111	Barbara Thompson	465-8727	barbara_thompson@eed.state.ak.us
Title VI, Part A, Subpart 1, 6112	Barbara Thompson	465-8727	barbara_thompson@eed.state.ak.us
Title VI, Part B, Subpart 2	Joyce Shales	465-2888	joyce_shales@eed.state.ak.us

CONSOLIDATED STATE APPLICATION CONTENTS

PART I: ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

Accountability, especially as it is reflected in student achievement results, drives the consolidated application's contents. The following ESEA performance goals and indicators cut across the ESEA programs included in the application and reflect the key No Child Left Behind Act of 2001 goal of improved achievement for all students.

Instructions:

In the June 2002 submission, write a statement indicating that the State has adopted the five goals, the corresponding indicators and has agreed to submit targets and baseline data related to the goals and indicators identified in the application. States may submit any additional State goals and indicators that the State has identified as overall goals for improving student achievement.

In the May 2003 submission, provide performance targets for each indicator and baseline data for the targets, unless previously submitted.

(In organizing this portion of your application, please use the same headings and numbering that we have provided so that reviewers can quickly and accurately locate your response to each item.)

Note: The SEA will be asked to provide data in the annual performance report to indicate progress on the ESEA goals as well as the additional State goals.

ESEA Goals and Indicators

- 1. Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ALASKA QUALITY SCHOOLS INITIATIVE –

High Student Academic Standards and Assessments

Alaska supports school districts by developing content and performance standards in reading, writing, mathematics and science, and school districts are required to adopt the state reading, writing and mathematics performance standards and align curriculum to those standards. Alaska supports school districts by developing a comprehensive system of student assessment that includes developmental profiles for entering kindergarten and 1st grade students, Alaska Benchmark Examinations at the 3rd, 6th, and 8th grades, the Alaska High School Graduation Qualifying Examination, and a national test for students in grades 4,5,7, and 9.

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

Goal 1: To have clear, rigorous, credible standards and assessments.

Goal 2: To have a credible system of academic and fiscal accountability for students, professionals, schools and districts.

1.1. Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.1.a Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

1.2. Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

1.3. Performance indicator: The percentage of Title I schools that make adequate yearly progress.

1.3. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

2. **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ALASKA QUALITY SCHOOLS INITIATIVE –

Parents are active partners who have clear roles in results-based schools. State supports school districts in implementing parent/family involvement programs.

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

Goal 4: To have schools in which students, staff, families and communities are active partners in learning. Objective 4.7 – Encourage local school boards to adopt culturally responsive school and community standards. Objective 4.8

– Continue a productive partnership with the Alaska Education Coalition, the Alaska Native Education Coalition, and the Children’s Cabinet/Children’s Trust.

2.1. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.1. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

2.2. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.

2.2. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

2.3. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

ALASKA QUALITY SCHOOLS INITIATIVE –

Teachers and administrators are licensed based on standards. School districts base teacher and administrator evaluations on standards. Ongoing professional development is directly linked to improving student achievement. The State and higher education institutions develop partnerships to form a system of training programs for early care and education professional that leads to certificates, endorsements and degrees.

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

Goal 3: To have highly qualified school professionals who have met rigorous and credible standards and assessments. Objective 3.1 – Provide rigorous

educator standards by which school districts will evaluate professionals. 3.2 – Require school districts to develop individual professional development plans based on standards and best practices. 3.3 – Support standards-based professional development through Quality Schools Team Leaders, Quality School Consultants, inservice and state and federal grant funding. 3.4 – Create and disseminate teacher resources to support standards-based instruction. 3.7 – Partner with NCATE to develop a teacher approval process so that all teacher education programs meet high, rigorous standards. 3.8 – Encourage local school boards to adopt culturally responsive educator standards.

3.1. Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.1. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

3.2. Performance indicator: The percentage of teachers receiving high-quality professional development. (as the term, “professional development,” is defined in section 9101 (34).)

3.2. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

3.3. Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

3.3. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

ALASKA QUALITY SCHOOLS INITIATIVE –

Family, School, Business and Community Network - Communities develop partnerships to ensure that schools are safe and respectful places to learn. School improvement planning is based on school standards

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

Goal 4: To have schools in which students, staff, families and communities are active partners in learning. Objective 4.6 – Assist schools to develop safe schools plans. 4.7 – Encourage local school boards to adopt culturally responsive school and community standards.

4.1. Performance indicator: The number of persistently dangerous schools, as defined by the State.

4.1.a Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

5. Performance Goal 5: All students will graduate from high school.

5.1. Performance indicator: The percentage of students who graduate from high school each year with a regular diploma,
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.1. Target: The Alaska Department of Education & Early Development agrees to adopt this goal and performance indicator, and will provide a performance target and baseline data for this target in our Consolidated Application 2003.

5.2. Performance indicator: The percentage of students who drop out of school,
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

(Note: ESEA section 1907 requires States to report all LEA data regarding annual school dropout rates in the State disaggregated by race and ethnicity according to procedures that conform with the National Center for Educational Statistics' (NCES) Common Core of Data. Consistent with this requirement, States must use NCES' definition of "high school dropout," i.e., a student in grades 9-12 who (a) was enrolled in the district at sometime during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the State; (d) has not transferred to another public school district or to a non-public school or to a State-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.

(Note: As it develops regulations or guidance for the Title I, Part A program, the Department will determine what, if any, modifications to Indicators 5.1 and 5.2 are needed to ensure conformance with Title I requirements.)

- 5.2. Target:** The Alaska Department of Education & Early Development agrees to adopt a performance target for this indicator for inclusion in our Consolidated Application 2003.

State Performance Targets

State established performance targets represent the progress the State expects to make with respect to each ESEA indicator and any additional goals and indicators the State has added to the five ESEA goals and corresponding indicators by specified dates.

Examples of hypothetical State performance targets:

- 1.1.1 (ESEA goal 1): The percentage of students, in the aggregate and in each subgroup, who will be at or above the proficient level in reading/language arts consistent with the State's annual measurable objectives (e.g., "x" percent for 2002-03, "y" percent for 2003-04 for ensuring that all students reach this level by the end of the 2013-14 school year. (Note: The State annual measurable objectives for all students in reading/language arts are the same as those the State includes in its definition of adequate yearly progress.)
- 1.3.1 (ESEA goal 1): The percentage of Title I schools that make adequate yearly progress will increase from the baseline established in 2001-2002 by "x" percent each subsequent year.
- a. By 5/03, the Alaska Department of Education and Early Development will provide to USDE all required targets and baseline indicators related to AYP.
 - b. By 9/03, the Alaska Department of Education and Early Development will provide to USDE all required targets and baseline indicators not related to AYP.

PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

States will conduct a number of activities to ensure effective implementation of the ESEA programs included in the consolidated application. Many of these State-level activities serve multiple programs. For example, a State may develop a comprehensive approach to monitoring and technical assistance that would be used for several (or all) programs. Part II encourages a comprehensive approach to program planning and implementation and suggests that information submitted for Part II of the application be done so across programs wherever possible.

Instructions: Describe State-level activities according to the requirements that follow. Responses to each item in this section shall be assumed to cover all programs included in the consolidated application unless otherwise indicated. When submitting a timeline, the timeline must describe the major milestones or key steps the State will carry out to meet the requirement. The timeline should provide enough information to demonstrate that all critical steps will be carried out in a timely way and that the State will be able to meet the requirement. Where applicable, States may include Web site references, electronic files, or other existing documentation to comply with the requirements listed in the application. (All electronic references and hyperlinks should point explicitly to applicable content.)

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –
 - a. In the **June 2002 submission**, provide a timeline of major milestones, for either:
 - adopting challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1) or
 - disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.¹

December 2001- Timeline Waiver

- Submitted evidence that performance standards have been developed and that the standards are aligned with the Alaska Content Standards and the State's standards-based assessment program. Performance standards were developed in the areas of Reading, Writing, and Mathematics. Performance standards are measurable statements of what students should know and be able to do. They were developed at four benchmark levels, for ages 5-7; ages 8-10; ages 11-14; and ages 15-18. The performance standards form the basis for the test items used for the Alaska Benchmark Examinations administered to all students at the 3rd, 6th, 8th, and 10th grades.

¹ Consistent with final regulations, expected to be released in August 2002.

September 2002

- Convene statewide committees to develop grade level expectations for reading/language arts and mathematics for grades 4, 5, and 7.

December 2002

- Publish grade level expectations for reading/language arts and mathematics for grades 4, 5, and 7.
- Distribute grade level expectations document to all districts, schools and teachers of grades 4, 5, and 7.

January-May 2003

- Conduct staff development activities for district curriculum and assessment directors and other interested staff members.

By **May 1, 2003**, provide evidence that the State has adopted such standards or grade-level expectations.

If the State already has standards or has disseminated grade-level expectations that meet the requirements, so state in June 2002 and provide evidence when it is requested, which will be in the fall of 2002, after the Department issues final regulations and guidance.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –
 - b. In the **June 2002 submission**, provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

By **May 1, 2003**, provide a detailed timeline for the above.

No later than **May 1, 2006**, but as soon as available, provide evidence that the State has adopted challenging content standards in science that meet the requirements of section 1111(b)(1).

If the State already has adopted science standards that meet the requirements of 1111(b)(1), so state in the June 2002 submission and provide evidence when it is requested, which will be in the fall of 2002, after the Department issues final regulations and guidance.

2002/2003

- Convene statewide committee to develop Science performance standards.

2003/2004

- Continued development of Science performance standards.
- Approval of Science performance Standards by the State Board of Education & Early Development.

2004/2005

- Conduct Statewide staff development regarding Science content and performance standards.

1. Describe the State’s system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –

- c. In the **June 2002 submission**, provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.

By **May 1, 2003**, provide a detailed timeline for the above.

No later than indicated in the **following schedule**, but as soon as available, provide evidence that the State has developed and implemented, in consultation with LEAs, assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.

Assessments			
Subject	Grades	Implement By	Submit Evidence By
Math	3-8	2005-2006	December 2006
Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9); & High School (10-12)	2007-2008	December 2008

If the State has already implemented some or all of these assessments, so state in the June 2002 submission and provide evidence when it is requested, which will be in the fall of 2002, after the Department issues final regulations and guidance.

Spring 2000

- Alaska administered standards based examinations in the areas of Reading and Writing, and Mathematics to all students at grades 3, 6, 8, and 10.

May 2002

- Conduct study linking Benchmark (administered to students in grades 3, 6, and 8) and HSGQE (administered to students in grade 10) scale with TerraNova CAT/6 (administered to students in grades 4, 5, 7, and 9) scale. Study conducted by CTB/McGraw-Hill.

June 2002

- Verification of study linking Benchmark (administered to students in grades 3, 6, and 8) and HSGQE (administered to students in grade 10) scale with TerraNova CAT/6 scale conducted by National Center for Assessment.

September 2002

- Alignment Study of Benchmark Examinations (administered to students in grades 3, 6, and 8) and HSGQE (administered to students in grade 10) completed.
- Alignment Study of TerraNova CAT/6 (administered to students in grades 4, 5, 7, and 9) completed.

2002/2003

- Conduct further development of Benchmark (administered to students in grades 3, 6, and 8) and HSGQE (administered to students in grade 10) based upon recommendations from Alignment Study.
- Review results from Alignment Study to determine suitability of TerraNova CAT/6 (administered to students in grades 4, 5, 7, and 9) as part of the state system of high quality assessments.
- Develop test item map for assessments administered to students in grades 4, 5, and 7.
- Begin development of assessments of Mathematics (augment TerraNova as necessary or develop custom tests) at grades 4,5,and 7.

2003/2004

- Develop and field test assessments of Mathematics (augment TerraNova as necessary or develop custom tests) at grades 4,5, and 7.
- Produce technical manuals for tests at grades 4, 5, and 7.
- Develop alternate assessments of Mathematics for students with severe cognitive disabilities in grades 4, 5, and 7.
- State Board of Education & Early Development approves Student Assessment plan grades 3, 4, 5, 6, 7, 8, & 10.

2004/2005

- First operational administration of Mathematics assessment (augmented TerraNova or custom tests) at grades 4,5,and 7.
- Field-test alternate assessments of Mathematics for students with severe cognitive disabilities in grades 4, 5, and 7.

2005/2006

- Second operational administration of Mathematics at grades 4,5, and 7.
- Implement alternate assessments of Mathematics for students with severe cognitive disabilities in grades 4, 5, and 7.

1. Describe the State’s system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –

d. In the **June 2002 submission**, provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1116(e)(6) and (7).

By **May 1, 2003**, provide a detailed timeline for this.

No later than indicated in the **following schedule**, but as soon as available, provide evidence that the State, in consultation with LEAs, has set academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

Academic Achievement Standards			
Subject	Grades	Implement By	Submit Evidence By
Math	3-8	2005-2006	December 2006

Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9); & High School (10-12)	2007-2008	December 2008

If the State has already set some or all of these academic achievement standards, so state in the June 2002 submission and provide evidence when it is requested, which will be in the fall of 2002, after the Department issues final regulations and guidance.

Timeline for Setting of Achievement Standards - Math (1 d)

August 2000

- Statewide standard setting committee convened to recommend proficiency levels and cut scores for Benchmark Tests administered to all students in grades 3, 6, and 8.

March 2001

- Approval of proficiency levels and cut scores for Benchmark Tests administered to all students in grades 3, 6, and 8 by the State Board of Education and Early Development.

August 2002

- Statewide standard setting committee convened to recommend proficiency levels and cut scores for Grade 10 High School Graduation Qualifying Examination.
- Develop proposal to refine proficiency levels for Benchmark Examinations.

September 2002

- State Board of Education & Early Development approval of proficiency levels and cut scores for Grade 10 High School Graduation Qualifying Examination.
- Convene statewide committee to review refined proficiency levels and cut scores for Benchmark Exams administered to students in grades 3, 6, and 8.
- Begin public comment period for refined proficiency levels and cut scores for Benchmark Exams administered to students in grades 3, 6, and 8.

November 2002

- State Board of Education & Early Development approval of refined proficiency levels and cut scores for Benchmark Exams administered to students in grades 3, 6, and 8.

2005/2006

- Develop academic achievement standards and cut scores for Mathematics assessment (augmented TerraNova or custom tests) at grades 4,5,and 7.
- Develop academic achievement standards and cut scores for alternate assessments of Mathematics for students with severe cognitive disabilities in grades 4, 5, and 7.

Timeline for Setting of Achievement Standards - Reading (1 d)

August 2000

- Statewide standard setting committee convened to recommend proficiency levels and cut scores for Benchmark Tests administered to all students in grades 3, 6, and 8.

March 2001

- Approval of proficiency levels and cut scores for Benchmark Tests administered to all students in grades 3, 6, and 8 by the State Board of Education and Early Development.

August 2002

- Statewide standard setting committee convened to recommend proficiency levels and cut scores for Grade 10 High School Graduation Qualifying Examination.
- Develop proposal to refine proficiency levels for Benchmark Examinations.

September 2002

- State Board of Education & Early Development approval of proficiency levels and cut scores for Grade 10 High School Graduation Qualifying Examination.
- Convene statewide committee to review refined proficiency levels and cut scores for Benchmark Exams administered to students in grades 3, 6, and 8.
- Begin public comment period for refined proficiency levels and cut scores for Benchmark Exams administered to students in grades 3, 6, and 8.

November 2002

- State Board of Education & Early Development approval of refined proficiency levels and cut scores for Benchmark Exams administered to students in grades 3, 6, and 8.

2005/2006

- Develop academic achievement standards and cut scores for Reading assessment (augmented TerraNova or custom tests) at grades 4,5,and 7.
- Develop academic achievement standards and cut scores for alternate assessments of Reading for students with severe cognitive disabilities in grades 4, 5, and 7.
-

Timeline for Setting Achievement Standards - Science (1 d)

2007/2008

June 2007

- Statewide standard setting committee convened to recommend proficiency levels for Science Assessments.

September 2007

- Begin public comment period for approval of proficiency levels for Science Assessments.

November 2007

- State Board of Education & Early Development approval of proficiency levels for Science Assessments.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –
 - e. By **January 31, 2003**, describe how the State calculated its “starting point” as required for adequate yearly progress consistent with section 1111(b)(2)(E), including data elements and procedures for calculations.

August 2002

- Statewide standard setting committee convened to recommend proficiency levels for Grade 10 High School Graduation Qualifying Examination.
- Develop proposal to refine proficiency levels for Benchmark Examinations.

September 2002

- State Board of Education & Early Development approval of proficiency levels for Grade 10 High School Graduation Qualifying Examination.
- Convene statewide committee to review refined proficiency levels for Benchmark Exams.
- Begin public comment period for refined proficiency levels for Benchmark Exams.
- State Technical Review Committee makes recommendation for size of sub group to ensure statistical reliability.
- Initial AYP modeling reports developed and reviewed by the Department of Education & Early Development.

November 2002

- State Board of Education & Early Development approval of refined proficiency levels Benchmark exams.
- Initial AYP modeling reports reviewed by Districts.

December 2002

- Identification of schools that did not meet AYP in the 2001/2002 school year.
- Definition of AYP starting point submitted to USED.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –

f. By **January 31, 2003**, provide the State's definition of adequate yearly progress. The definition must include:

i. For the percentage of students meeting or exceeding the State's proficient level, provide for reading/language arts and for mathematics –

- The starting point value;
- The intermediate goals;
- The timeline; and
- Annual objectives.

ii. The definition of graduation rate (consistent with section 1111(b)(2)(c)(vi) and final regulations).

iii. One academic indicator for elementary schools and for middle schools.

iv. Any other (optional) academic indicators.

September 2002

- Revise current regulation regarding the calculation of graduation rates.

November 2002

- Public comment period on regulation specifying calculation of graduation rate.
- School Designator Committee determines additional academic indicator applicable to Elementary schools.
- School Designator reviews Department recommendations for other (optional) indicators.

January 2003

- State Board of Education & Early Development Approval of graduation rate calculation regulation.
- Convene statewide committee to review Department recommendations for AYP goals and annual objectives.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –

g. By **January 31, 2003**, identify the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.²

September 2002

- Review final guidance from USED.

November 2002

- Submit School Designator proposal (status and growth model) to USED for review and guidance.

² Consistent with final regulations, expected to be released in August 2002.

January 2003

- School Designator Committee approves final School Designator model.

2003/2004

- Conduct field test of School Designator System.

August 2004

- Implement School Designator System.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –

- h. In the **June 2002 submission**, provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.

By **May 2003**, provide evidence that the State has implemented a single accountability system consistent with section 1111(b) and 1116.

The Alaska Department of Education will implement a single accountability system for all public schools in the state as required by the No Child Left Behind Act by **May 2003**.

June 2002

- Alaska Department of Education & Early Development will develop a reliable and secure statewide assessment database.
Beginning in the spring of 2002 EED instituted a unique student identification number that will be used as the basis for establishing a statewide assessment database. EED will develop a statewide assessment database in July and August of 2002.
- Receive proposed AYP regulations from USED.

September 2002

- Review final guidance from USED.

November 2002

- Submit School Designator proposal (status and growth model) to USED for review and guidance.
- EED will consider and develop plans for effectively and fairly designating alternative schools, schools designed to serve special populations, and K-2 schools.
A subcommittee of the School Designator Committee is studying this issue and will make a recommendation to the full committee in 2003.

December 2002

- Receive guidance and direction from the U.S. Department of Education concerning the requirements of the accountability provisions contained in

the Elementary and Secondary Education Act—scheduled to be out no later than December 2002.

This guidance is essential in order for Alaska to develop a system that will be approved by the U.S. Department of Education. The Department and the Designator Committee are seeking agreement on such major issues as the types of assessments used in grades 4, 5, 7, and 9, and the School Designator Committee recommendation of the accountability model based one-third on status and two-thirds on growth.

- Consider, develop, and implement reliable measures of parent and community involvement or satisfaction to identify and designate successful and distinguished schools.

At the March 2002 meeting of the School Designator Committee members added two additional indicators to the model, attendance and parent and community involvement and/or satisfaction. The committee will develop and field test a valid and reliable method of measuring parent and community involvement and/or satisfaction.

February 2003

- School Designator Committee approves final School Designator model and proposed regulations.

March 2003

- School Designator Committee develops a system of supports, scaffolds, and sanctions for schools identified as Deficient or In Crisis, as required in recent federal legislation.

This is a significant undertaking that will consist of two tasks: (1) designing the system; and (2) determining how the system will be applied to schools that do not receive Title 1 funds. This is an area that will require extensive regulation and may also require statutory changes.

- School Designator regulations introduced (and public comment period opened) at meeting of Alaska State Board of Education & Early Development.

May 2003

- Final School Designator Model completed

June 2003

- Alaska State Board of Education & Early Development approves School Designator regulations.

August 2003

- Implement School Designator System.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –
 - i. In the **June 2002 submission**, identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.

Based on LEA returns of Form OMB No. 1885-0543, "*Survey of State's Limited English Proficient Students and Available Educational Programs and Services*" for SY 2000-2001, the Alaska K-12 student population includes speakers of 108 specifically identified languages, plus an additional 1872 students who were identified as speakers of "other" languages.

The Alaska Department of Education & Early Development (EED) administers formal assessments only in English.

EED will administer assessments only in English in accordance with the plan submitted as part of the peer review of State Title I Assessment Systems. In that plan, approved September 2001, the State proposed to develop a system of linguistically appropriate accommodations for testing limited English proficient students in English because:

- a. The large number of languages other than English spoken in Alaska, and the relatively small number of speakers of each of those languages, would make testing in all, or even many, of those languages financially and logistically impossible; and
- b. Since Alaska Natives' heritage languages were not traditionally written languages and most speakers do not write in those languages today, written tests in those languages would not constitute an appropriate accommodation.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –
 - j. In the **June 2002 submission**, provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.

Up until passage of the NCLB Act, Alaska LEAs selected their own instruments by which to assess students' English language proficiency. On May 24, 2002, the Department of Education & Early Development (EED) convened an audioconference meeting of LEA assessment directors to begin the process of agreeing upon one English language proficiency assessment instrument that will be aligned with the State academic content standards and student academic

achievement standards and will be used by all LEAs. Participants included Mark Leal, EED Assessment Director, Bernice Tetpon, EED Bilingual Coordinator, and Bilingual Coordinators from LEAs throughout the State.

At the start of the 2002/2003 school year, EED will renew its work with this statewide committee of practitioners to develop a common statewide test of English proficiency. The instrument selected will measure English proficiency in the areas of speaking, listening, reading, writing, and comprehension. Once an assessment has been selected, LEAs will be required to use the agreed upon instrument as the basis for completing their annual report, "*Survey of State's Limited English Proficient Students and Available Educational Programs and Services.*" The relevant section of that report, for this purpose, is Section B, The Educational Status of LEP Students. This report is required under Section 4 AAC 34.055 Plan of Service.

At the start of the 2002/2003 school year districts will be informed of their responsibility to administer an annual assessment of English proficiency in speaking, listening, reading, writing and comprehension. The Department of Education & Early Development will assure that all districts will assess limited English proficient students during the 2002/2003 school year. EED will produce a guidance memo to districts indicating the required data elements and guidelines for aggregating data.

Timeline for Development of Statewide Assessment of English Proficiency

August 2002

- Statewide committee meets to develop requirements for statewide assessment of English Proficiency.
- Guidance letter sent to District Superintendents

October 2002

- Statewide committee provides recommendations to Department of Education & Early Development.

December 2002

- RFP developed for Statewide assessment of English Proficiency
- Proposed regulations developed requiring districts to assess English proficiency using the instrument selected by the Department of Education & Early Development

January 2003

- Review responses to RFP
- Award contract for statewide assessment of English Language Proficiency.

March 2003

- Proposed regulations requiring districts to assess English proficiency using the instrument selected by the Department of Education & Early

Development introduced to State Board of Education & Early Development.

June 2003

- State Board of Education & Early Development approves proposed regulations requiring districts to assess English proficiency using the instrument selected by the Department of Education & Early Development.

The complete 2000-2001 "Survey of State's Limited English Proficient Students and Available Educational Programs and Services," is available upon request.

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –
 - k. In the **June 2002 submission**, describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.

At this time, the Department of Education & Early Development (EED) does not have an approved set of English language development standards. During school year 2002-2003, EED will bring together the LEA's English Language Acquisition program managers to adopt and/or adapt the English as a Second Language Standards developed and published by Teachers of English to Speakers of Other Languages (TESOL), which will allow the State to establish annual measurable achievement objectives that relate to the development and attainment of English proficiency. LEP students' progress in meeting these objectives will be measured by the assessment instrument that will be identified through the process described above (1.j.). The TESOL standards are available at <http://www.tesol.org/assoc/k12standards/index.html>.

Elements of the plan to complete the standards and achievement objectives:

Plan Elements	Timeline
1. As appropriate, adopt and or adapt the TESOL English Language Development Standards for reading, writing, speaking, listening, and comprehension.	By fall, 2002
2. Align English Language Development Standards and the State reading and writing standards.	By spring, 2003
3. Identify measurable achievement objectives, based on student growth as measured by the assessment instrument described in section 1.j.	By fall, 2003

2. In the **June 2002 submission**, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:

The Alaska Department of Education & Early Development (EED) has a long history of efficient and successful management of competitive grant processes using state or federal funds. The process depends upon use of a standardized format, technical assistance and monitoring to the awardees, and adherence to federal and state program and fiscal requirements. EED issues all competitive funds through a competitive application process, and sub-grantees within the state are familiar with this process. Applications are posted on the EED website and distributed to all eligible applicants either by direct mail (for known applicants, i.e. school districts) or through the State's On-Line Public Notice section of the state website. All Requests for Application (RFA) follow a standard format that requests information that is customized to the specific program in the following areas: Need and Planned Impact of Project, Quality of Project Design and Personnel, Quality of Management Plan and Evaluation, Budget, and Fulfill Intent of State/Federal Program Goals. Each RFA contains the scoring guide with scoring points and descriptors of each criterion that will be used by the application review committee to evaluate the submissions. The review committee's results determine the rank order for funding. Reviewers are asked for recommendations for improving the project and comments on the feasibility of the budget. These comments may form the basis for negotiated adjustments to the project prior to issuance of the grant award. All recommendations are forwarded to the Commissioner of the Department of Education & Early Development for approval prior to notifying successful and unsuccessful applicants. All appeals of the funding decisions are processed according to Chapter 40 of state regulations, Appeals of Decisions to deny or Withhold Funding.

All competitive RFAs are available to potential applicants for a minimum of 45 days prior to the deadline for submittal. Following review and approval of successful applications, a notice of final decision is conveyed to all applicants. No grant awards may be issued until the initial appeal period has ended, which is 30 days plus the time necessary for mail to reach the department from the most remote applicant. Unless stated by the funding source, all grant awards are issued for one fiscal year, July 1 through June 30.

The programs to be addressed are:

1) Even Start Family Literacy (Title I, Part B).

(a) Timelines

The Even Start Family Literacy grant process follows the same general procedures and timelines as that of other State competitive grant awards as outlined earlier, but with a few differences:

The Department awards Even Start Family Literacy grants for a period not to exceed four (4) years as per legislation. For continuation of funding after the first year, grantees are required to show satisfactory progress

toward meeting project objectives. An Even Start project is comprised of a federal share of funds and the applicant contributes the remaining cost of the project. Funds may not be used for indirect costs. Even Start grants may not be awarded for less than \$75,000. The review panel, which consists of at least one early childhood, one adult education, and one family literacy professional, takes into consideration rural/ urban representation in grant approval as well as the coordination of the project with other programs or agencies as required under legislation. Information on startup funds is provided to eligible recipients with the RFA announcement along with a scheduled audio conference call to address any questions or technical assistance that may be needed.

In a year beginning a new grant cycle or a year of expansion, a Request for Application (RFA) is posted in April with an appropriate May/June due date. All applications received by the deadline are reviewed in May and or June. After the review committee makes its determinations the notices of intent to award the grants are sent out by the end of June. After following the requirements for the appeals process the grant awards are made accordingly. The RFA outlines legislated requirements and information required for the granting process to an eligible entity, including the requirement for a plan of operation and continuous improvement for the program. Each applicant is required to provide documentation of qualified personnel as required by legislation.

This year all of our grantees are in continuation status with no new dollars for expansion. The grantees will submit year-end reports, independent evaluations, participant characteristics and indicators data, and next year's budget detail and budget narrative within 30 days of the end of the State Fiscal Year. This information, coupled with our year long process of ongoing technical assistance with the sub-grantees, will determine whether or not they continue to be grantees.

The current funding year is for continuation grants only. The timeline for continuation is as follows:

By June 30th Even Start Programs must submit to the state

- A budget close out with a narrative
- A budget projection and budget narrative for the next fiscal year
- An independent program evaluation.

By July 31 Even Start programs must submit to the state

- Reports on program participant characteristics
- Data for the indicators of program quality

For the 2003-2004 funding year we will have a combination of competitive new grants (totally new grantees or old grantees looking

to start a new four year grant cycle) and continuation grants. The continuation grants will follow the same process as above.

The competitive new grants timeline follows:

- RFA's anticipated posting date is April 15th
- Deadline for submission June 8th
- Notification to applicants June 22nd
- Grant Awards July 31st

1) Even Start Family Literacy (Title I, Part B).

(b) selection criteria and how they promote improved academic achievement

For continued funding beyond year one, EED must review the progress of each grantee in meeting the goal of the program and must evaluate the program based on the indicators of program quality (Performance Indicators) developed by EED. EED is currently piloting the performance indicators in the current FY 02 grant cycle. These indicators include but are not limited to:

For the eligible participating adult:

- Achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;
- Receipt of a high school diploma or a general equivalency diploma; and
- Entry into a post-secondary school, job-retraining program, or employment or career advancement, including the military.

For the eligible participating child:

- Improvement in ability to read on grade level or reading readiness;
- School attendance; and
- Grade retention and promotion.

The grant review team bases its approval of applicants on legislated requirements that include but are not limited to:

- Those applicants most likely to be successful
- The area to be served has a high % of children and families in need
- The applicant will provide services for at least a 3 year age range
- Cooperation and coordination between service providers
- Cost effective budgets
- Ability to provide the non-Federal share of the budget
- Shows greatest promise of models for others
- Representation of urban and rural regions

After successfully completing the first four-year cycle, an eligible entity may re-compete for an additional four-year cycle of funding. Beyond year eight, programs may continue to compete for additional funding cycles unless advised otherwise by the Department.

1) Even Start Family Literacy (Title I, Part B).

(c) priorities and how they promote improved academic achievement.

Each Even Start project must identify and recruit families most in need of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators including a high percentage of children to be served who reside in a school attendance area eligible for participation in Title I Part A, a high number of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under Temporary Assistance for Needy Families (TANF).

EED awards points to projects that target the above priorities and bonus points to applications that are located in Empowerment Zones and Enterprise Communities. Even Start projects are scored and ultimately funded based on the need and significance of the project; the scope of the plan; the degree of cooperation, coordination, and collaboration; the responsibilities of personnel; the likelihood of success in meeting the Even Start purposes; the evaluation and promise as a model; and finally budget.

Each Even Start project, in partnership with LEAs and other organizations, identifies and recruits families most in need of services, as indicated by a low level of income, a low level of adult literacy or English language proficiency, and other need-related indicators.

Children of these families are most at risk for school failure and benefit from high quality early learning experiences but often are least likely to have access to these programs. After Even Start successfully recruits those families most in need, the currently mandated program elements focus on providing high quality literacy services. Even Start programs serving children ages 0-7 must implement language and reading activities developed from scientifically based reading research. Because parents are and must be actively engaged in meaningful parent-child interactions in Even Start programs, acquisition of children's language, cognition and early reading development is supported and enhanced through the use of the four component family literacy model used. EED is promoting the current Early Reading First initiative so that our current Even Start programs can broaden their partnership base and offer more quality services to these children. Division staff will continue to promote and disseminate Early Reading First grant information to LEAs, Head Starts, Even Starts, and other public, private, and faith based organizations providing pre-school services. They will work closely and on a regular basis with all appropriate Department of Education & Early Development staff to insure coordination of efforts between Even Start, Early Childhood literacy initiatives, The Reading Excellence Act, Reading First, and NCLB.

2) Education of Migrant Children (Title I, Part C).

- (a) timelines
- (b) selection criteria and how they promote improved academic achievement
- (c) priorities and how they promote improved academic achievement.

Grants under the Title I, Part C Education of Migrant Children program are issued on an allocation basis and not through a competitive grant process. The allocation formula is based on the numbers of migrant students, services provided, concentration of migrants within the district population, and academic need and growth. Please refer to Key Programmatic Requirements and Fiscal Information 3c. for further description. Migrant program services are included in the NCLB Integrated Federal Programs Application that districts submit annually. Districts submit their applications in May of each year and after approval receive a grant award for operation of the program as outlined in their application.

3) Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).

- (a) timelines

EED is developing a new a Request For Applications (RFA) for Subpart 2 funds. The RFA will be completed by August 2002 and released to eligible local educational agencies. By November 15, 2002, Subpart 2 grant awards will be awarded to local educational agencies with high numbers or percentages of children and youth residing in locally operated correctional facilities (including facilities involved in community day programs).

3) Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).

- (b) selection criteria and how they promote improved academic achievement

There are seven youth correctional facilities in the state of Alaska. The seven local educational agencies that serve these facilities will be the only eligible agencies for this grant. The RFA for this grant will contain all the requirements of section 1423.

3) Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).

- (c) priorities and how they promote improved academic achievement.

Funds will be awarded among the eligible LEAs on a competitive basis, based on the quality of planning along four dimensions:

- (1) Collaboration with locally operated correctional facilities;
- (2) Preparation of children and youth for secondary school completion, training, employment, or further education;
- (3) Facilitation of the transition of such children and youth from the correctional program to further education or employment; and

- (4) Quality of programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

4) Comprehensive School Reform (Title I, Part F).

Overview of Comprehensive School Reform competitive subgrant processes.

The State will award sub-grants to eligible schools on a competitive basis after completing an initial pre-screening process that requires schools to demonstrate their readiness to undertake whole school reform

Step One:

In order for a school or consortium of small schools to participate in the CSRD competition, school(s) must have previously:

- conducted a thorough needs assessment;
- examined education models that address identified needs;
- developed a comprehensive reform program in collaboration with the broader school community; and
- developed a plan for implementation and evaluation.

The application for CSRD funding will be provided to a school that submits a plan that clearly shows evidence of this work. Plans will be reviewed using the school-wide plan criteria included in the pre-screening information packet. Site plans that meet the proficient level (of 3) or higher will be eligible to compete for funding. If sites have used other planning models, they may be submitted as long as each section of the School-wide application is clearly addressed.

Step Two:

Once the proposal has been reviewed and scored, priority points will be awarded for Title I sites who have been identified as school improvement sites, those planning or operating Title I schoolwides or non-Title I schools with 61% or more of their students failing to answer 50% of the questions correctly on the CAT 5. Reviewers' total scores will be averaged to determine the order by which applications will be considered for funding.

4) Comprehensive School Reform (Title I, Part F).

(a) timelines

The FY01 review team was unable to select a project that met the requirements outlined in the CSRD rubric. Participants were provided with reviewer comments to strengthen their proposals and a CSRD grant writing workshop was conducted in January that provided specific technical assistance to all interested parties to help ensure quality proposals for the second round. In addition, two series of three workshops were also conducted to help sites incorporate the eleven components in comprehensive planning. The next review scheduled May 20-24 will be conducted for the remaining FY01 funding and the expected FY02 funding. The timeline for the two part application process is as follows:

Prescreening Plan Due	February 22, 2002
Prescreening Plan Review	February 28 – March 1, 2002
*CSR Application Released	March 1, 2002
Proposals Due at Department	May 20, 2002 4:30 p.m.
Grant Review	May 22-24, 2002
Notice of Intent to Award	May 30, 2002
Grant Award Issuance	July 1, 2002
Grant Period	July 1, 2002 - - June 30, 2003

4) Comprehensive School Reform (Title I, Part F).

(b) selection criteria and how they promote improved academic achievement

The State has developed selection criteria that distinguish applicants on two dimensions: 1) the need for reform and 2) the quality of the program. A scoring guide was developed for the review and scoring of the applications for the Comprehensive School Reform Demonstration Program. The eleven CSR criteria have been embedded within the rubric along with the factors related to evidence of effectiveness. The criteria for each of these elements have been assigned different weights and are aligned with the State's current school reform efforts.

4) Comprehensive School Reform (Title I, Part F).

(c) priorities and how they promote improved academic achievement.

Priority will be placed on Title I school sites identified as school improvement sites and those planning or operating Title I schoolwides according to the following priority index process:

- Title I schools that have been identified as a school improvement site under Title I. Priority points (up to 10) will be awarded to these schools.
- Title I schoolwide. Priority points (up to 10) will be awarded to schools that are operating as schoolwide or are involved in the planning stages to become a schoolwide.
- Our single Funds for the Improvement of Education (FIE) grant is open to all school sites and will be scored and ranked along with all other applicants. Priority points will be awarded to any public school that is a non-Title I school based on the following criteria:
- Priority points (up to 10 points) will be awarded to non-Title I schools with 61% or more of their students failing to answer 50% of the questions correctly on the CAT 5.

5) Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3).

(a) timelines

In FY02 Alaska awarded 3 Eisenhower Professional Development Higher Education Grants. These awards were for 2 years. Each grant

was awarded to an institution of higher education and an LEA. These partnerships are now in the process of evaluating their first year and re-applying for funds for their second year. Requests for Proposals (RFP's) for continuing subgrants for the three partnerships were distributed in early May, 2002, and are due June 30, 2002. Proposals must include changes to the partnerships' original plans to reflect NCLB requirements for the remaining year of this two-year project. These grantees realize that they must include in the partnership for FY03:

- A private or State institution of higher education and the division of the institution that prepares teachers and principals;
- A school of arts and sciences; and
- A high-need local educational agency.

In the spring of 2003, the SEA/SAHE will distribute RFP's for new eligible partnership subgrants. They will be awarded in July, 2003, for the 2003/2004 and 2004/2005 school years. Year two awards will be contingent upon successful completion of the planned activities in year one.

5) Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3).

(b) selection criteria and how they promote improved academic achievement

The competitive grants offered under eligible partnerships must include a college or university, a school of arts and sciences and a high-need LEA. It is expected that teachers from the LEA will improve their content knowledge of core subjects that they are teaching by taking courses offered by the university or college. By gaining a more thorough understanding of the subject area they are teaching they can offer better instruction for the students, and student understanding will increase and achievement will improve.

In their application the partners must first establish their need for specific professional development. Many teachers need courses to become "highly qualified", and the LEA must target a specific subject area based on low student achievement in that area.

The most heavily weighted part of the application is the description of the activities to be funded. The activities and their projected must be clearly defined. The role of the university in meeting the needs must also be well defined. The activities must be targeted toward improving the content knowledge of teachers.

The evaluation procedure the partners plan to use is another selection criterion. The application must describe the evaluation instruments, the timelines for evaluation, the personnel involved, and the reporting

procedures. The partners have to plan to evaluate not only the quality of the instruction to teachers, but how the improvement in instruction of content by the teachers impacts student achievement.

The presentation of a budget and budget narrative is also heavily weighted in the selection of subgrant awards. It has to clearly show how costs will facilitate the proposed accomplishments. Administrative costs should be minimal compared to the money going directly to help teachers in the LEA.

Of lesser importance, but also part of the selection criteria, are the descriptions of the personnel involved. Resumes of instructors are examined to verify that they have the necessary experience and expertise to teach the teachers effectively. They must not only know their subject thoroughly but also model the instruction using “best practices.” This will give teachers the tools to teach their subject more effectively and, improve student achievement.

By awarding grants to applicants with appropriate budget plans, high quality instructors, activities targeted to meet the needs of the LEA, and on-going evaluations, more teachers will become highly qualified and students will achieve at higher levels.

5) Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3).
(c) priorities and how they promote improved academic achievement.

Subgrants to eligible partnerships are awarded to institutions of higher learning working in conjunction with a high need LEA. These entities may cooperate in activities that

- Provide professional development activities in core academic subjects, and
- Develop and provide assistance to LEAs and individual served by the LEAs and individuals served by the LEAs, for sustained, high-quality professional development activities.

Currently grants are awarded to partnerships offering professional development in the core academic subject areas of math and language arts. A top priority for the State of Alaska is to enable more of our teachers to become highly qualified and offer better instruction to our students. As a result, student achievement will improve. In subsequent years, EED plans to offer professional development activities in science as well as math and language arts.

6) Enhanced Education Through Technology (Title II, Part D).

(a) timelines

The first Request for Applications (RFA) will be released in August, 2002, for projects beginning January, 2003 and lasting 18 to 21 months. In year two, the RFA will be released in the late winter of 2003, for projects beginning July 1, 2003 and lasting two school years. Similarly in subsequent years, the RFA will be released in late winter or early spring for two-year projects.

After an application due date at least 45 days past the release of the RFA, applications received in response to the RFA will be read and scored by a Review Panel composed of Alaskans who are highly knowledgeable about standards, assessment, Alaska schools, effective professional development, and the integration of technology in the classroom. Reviewers are also familiar existing educational technology projects in the state.

Prior to reading any grant applications, the Review Panel engages in training establish a shared understanding of the Scoring Form and how it is used. Within a given time frame, each application is independently read and scored by each Reviewer, after which the Review Panel discusses each application and score. Additional consideration is given to the proposals that earned the highest average scores. Finally, the Review Panel makes its recommendations for awards or no awards, amounts, and changes to the project. The Review Panel may require changes to a project, its budget, activities, goals, and/or timeline before an award is made.

After Notices of Intent to Award have been delivered, schools may request their Scoring Forms, which will be provided either electronically or in hard copy. Pending no appeals of the decisions of the Review Panel, subgrants are issued no sooner than 30 days after the Notices of Intent to Award have been sent.

6) Enhanced Education Through Technology (Title II, Part D).

(b) selection criteria and how they promote improved academic achievement

Selection criteria for awarding competitive Enhanced Education Through Technology grants will include:

Need for the project

- Level of technology expertise in the LEA and the school site
- Extent of prior professional development in educational technology in the LEA and the school site

- Valid and reliable baseline data provided, from which progress can be measured
- Quality of the project
- Clarity and specificity of project description
 - Degree to which project meets assessed professional development needs at the site
 - Alignment of project results, project goals, and project activities
 - Conformity to best practices: collaborative and collegial, research-based, inquiry approach, with sufficient time and resources for successful completion, based on long-term plan (i.e., reflects goals of district's improvement plan and/or educational technology plan)
 - Fulfillment of federal, state, and local goals
 - Sustainability and transferability
 - Impact of project on teaching practices and student achievement
 - Relationship of project to National Educational Technology Standards (NETS) for Students, NETS for Teachers, and Technology Standards for School Administrators (TSSA)
 - Capacity of the project to provide data and ideas for other teachers and schools
- Quality of the project evaluation
- Inclusion of substantive formative and summative assessments
 - Based on impact on teacher effectiveness and student learning
 - Measurable baselines and targets

These selection criteria conform to the Alaska Quality Schools Initiative, state and national standards, and available research in best practices for professional development as provided by the U.S. Department of Education and the National Foundation for the Improvement of Education. The inclusion of a research component in the project encourages self-assessment of results and the taking of action on-site to improve instruction and student achievement.

6) Enhanced Education Through Technology (Title II, Part D).

(c) priorities and how they promote improved academic achievement.

LEAs eligible to compete for Title II, Part D funds will be only those that have the highest numbers or percentages of families with incomes below the poverty line and either (a) operate at least one school identified for improvement under section 1116 or (b) have a substantial need for assistance in acquiring and using technology, or a

partnership that includes at least one high-need local educational agency.

From among those limited eligible districts, the competitive process will emphasize:

- school improvement sites and schools having a substantial need for assistance and professional development in improving their use of technology for teaching and learning;
- partnerships between high need LEAs and those LEAs with schools that can demonstrate that teachers in the schools are effectively integrating technology and successful teaching practices into instruction, provided the partnership is designed such that the high performing LEA assists in the improvement of instruction in the high need LEA.

The above-mentioned emphases will promote improved academic achievement for those students deemed most in need by assuring professional development in the effective integration of technology into the practices of their teachers.

LEAs may submit sub-grant applications for projects for 1 – 3 years in length. However, sub-grants will be offered for one-year periods, renewable annually upon demonstration that the project is meeting benchmarks and timelines promised in the application.

The sub-grant process will take the proposed project location into account in order to assure equitable distribution among rural and urban sites that meet Title IV, Part D eligibility criteria and that choose to apply. The grant review team will assure that sub-grants are of sufficient size and duration to accomplish the project objectives. Applicants may be required to enter into negotiation with the Department to adjust their applications to ensure maximum success. In addition, the application scoring criteria will include adjustments for Title II, Part D eligible districts that receive such small formula amounts as to be unable to conduct effective projects.

7) Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112).

(a) Timelines

The Alaska Department of Education & Early Development will reserve 20% of the state's total Title IV allocation for Governor's programs for statewide and local community-based programs of drug, alcohol and violence prevention.

January 2002 - Applications for the 2002-2003 school year were released

April 2002 - Deadline date for applications into SEA, review and selection of grants

May 2002 - Initial grants awarded pending approval of SEA application at USED and receipt of funds

July 2002 - Letters of intent to award to be released to successful grantees

October 2002 - Full grant funds to be released to successful grantees

November 2002 - Meeting of Interdepartmental Advisory Committee to determine priorities and establish application for funding for new round of grants

January 2003 - Mid-year progress report due from grantees

February 2003 - Release Request for Application for new round of grants

April 2003 - Deadline date for applications, review and selection of grants

May 2003 - Initial grants awarded

June 2003 - Final reports due from 2002-2003 grantees

7) Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112).

(b) selection criteria and how they promote improved academic achievement

Alcohol and drug abuse directly affects performance in school. Governor Knowles' Quality School Initiatives are designed to improve accountability and improve the quality of student achievement. Successful applicants will include activities or assessments that demonstrate:

- Increasing academic standards and expectations for students
- Enhancing quality professional standards for teachers and support staff
- Supporting family involvement in schools
- Linking standards to community needs
- Promoting general school excellence

These funds are to be used to identify and support programs that have the greatest potential for increasing healthy behavior by Alaskan youth, improving academic success for children and youth, strengthening family structure, and subsequently building healthier communities by placing particular emphasis on early intervention and prevention.

7) Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112).

(c) priorities and how they promote improved academic achievement.

Proposals focusing on primary prevention programs for children that build upon the vital networks within communities to identify and solve

problems at the local level will receive highest consideration. EED will also consider other collaborative prevention models that deal with:

- Pregnant and parenting teens
- Runaway and homeless children
- School dropouts
- Local court options that deal with youth (tribal courts, youth courts, etc.)
- Other at-risk youth services that focus on creative and innovative local programs for early referral to appropriate intervention programs.

8) Community Service Grants (Title IV, Part A, section 4126).

(a) Timelines

The Alaska Department of Education & Early Development will offer Community Service Grants through a non-competitive award notice to identified districts.

July 2002 - pending approval of consolidated application by USED, available funds will be identified

August 2002 - EED team, along with other agencies, will examine data collected through Gun-Free Schools and Non-weapons related suspensions/expulsions to identify districts who report a disproportionate number of infractions.

August/September 2002 - EED will work with these identified districts to determine interest and need to apply for Community Service grant funds

September/October 2002 - EED will award grants to at least three identified districts

October 2002 - Meeting with EED, identified districts and Department of Health & Social Services, Juvenile Justice staff

January 2003 - Mid-year audioconference with grantees

March 2003 - Evaluation by EED staff of initial efforts and effectiveness

April 2003 - Determination by EED staff on continuation of program funding for current grantees - then Requests for Application to districts

May 2003 - Review committee selects grants, Intent to award to districts

June 2003 - Final reports due from 2002-2003 grantees

8) Community Service Grants (Title IV, Part A, section 4126).

(b) selection criteria and how they promote improved academic achievement

The community service grants will be awarded to districts reporting the largest numbers of suspensions and/or expulsions for the preceding year in the required on-line end of year Suspensions and Expulsions database. At least three awards will be made by September 2002 to a

diverse set of school districts: one from urban, one from sub-urban, and one or two from rural Alaska.

8) Community Service Grants (Title IV, Part A, section 4126).

(c) priorities and how they promote improved academic achievement.

Each grant recipient will be encouraged to work with the existing Safe and Drug Free Schools and Communities advisory council to identify the priorities and the goals of the funding. Existing materials such as *Early Warning, Timely Response*, as well as curricular and other technical assistance will be provided to selected school sites. Working in conjunction with the Department of Juvenile Justice, which has community service programs working in other areas of the state, school sites will design and implement programs that will serve to identify students early who are at greatest risk of failure due to suspensions/expulsions. School within a school structure, additional work groups and homework clubs and outreach to parents and family members will all be a part of the programs offered to selected sites.

9) 21st Century Community Learning Centers (Title IV, Part B).

(a) timelines

Community-based organizations (including faith-based organizations) and other public or private organizations, in addition to local educational agencies (LEAs), will be able to compete for program funds. The Department of Education & Early Development (EED) is developing a new a Request For Applications (RFA) for Title IV, part B funds. The RFA will be completed by June 2002 and released on the departments website. It is anticipated that Part B grant funds will be awarded by November 15, 2002.

9) 21st Century Community Learning Centers (Title IV, Part B).

(b) selection criteria and how they promote improved academic achievement

EED will make awards under this part only to eligible organizations that propose to serve: 1) students who primarily attend schools eligible for schoolwide programs under section 1114; or 2) schools that serve a high percentage of students from low-income families; and 3) the families of students described in (1) above. EED supports these local educational agencies and promotes improved academic achievement through the Alaska Quality School Initiative.

9) 21st Century Community Learning Centers (Title IV, Part B).

(c) priorities and how they promote improved academic achievement.

EED will give competitive priority to:

- a. Schools that have been identified as in need for improvement under Title I;
- b. Schools eligible for schoolwide programs (Title I, 40% poverty

- or higher);
- c. Schools that serve a high percentage of students from low income families and the families of those students; and
 - d. Applications submitted jointly by eligible entities consisting of not less than 1—
 - Local educational agency receiving funds under part A of title I; and
 - A community-based organization or other public or private entity.

Currently, Alaska has 222 Title I schools with a 40% poverty or greater. Of these schools, 13 are current School Improvement sites. The Department of Education & Early Development will select an application that meets this competitive preference over an application of comparable merit that does not.

3. In the **June 2002 submission**, describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

The Department has a 5-year rotation cycle for the monitoring of district compliance with programs under NCLB as well as Individuals with Disabilities Education Act (IDEA) and Carl Perkins Vocational Education and Training Act. Department program staff meet to review districts scheduled for monitoring. Department program staff identify any specific programmatic problems as well as other indicators such as submission of the application, performance report, fiscal reports, assessment data, and administrative staff turnover in order to determine the need for an on-site monitoring. Districts not identified for on-site monitoring are given the following options: complete a paper monitoring form, request the assistance of the district's Quality Schools Team Leader in collecting and completing the paper monitoring form or requesting an on-site visit. Based upon review of the paper monitoring, the Department may decide to also conduct an on-site monitoring.

The IDEA staff has been field testing a process for completing monitoring using a database with data submitted by districts prior to the review. The Administrative Review process consists of 67 standards based upon state and federal regulations. The Student File Review consists of 102 standards based upon both state and federal regulations. This review process allows a draft compliance report to be given while on-site to the district. A final report is submitted to the district in 30 days. Districts then complete a plan of improvement based on the findings from the review. The Department intends to expand this process to the monitoring of all of the federal programs.

EED will review the current monitoring practices and make necessary changes to the process so that it is more consolidated. The Department will continue to increase its data collection capacity so that existing data can be used to assist with the monitoring process. The current monitoring system will also be expanded to include consultation with the office that receives the single audits from districts and will establish a tracking system for the results of the audits and monitoring. This tracking system will also be used for determining whether a site visit needs to be conducted and determining technical assistance needs.

EED provides technical assistance to districts and schools through a team approach in order to promote collaboration among various programs both within and outside the Department: To accomplish this, every program manager in the division of Teaching and Learning Support (TLS) is assigned specific districts to serve as a *Quality Schools Team Leader (QSTL)*. QSTL training includes scientifically research-based strategies, resources and tools from the Comprehensive School Reform program. Training needs are identified annually and professional development opportunities provided to the QSTLs so that they can have information to share with districts on the most current scientifically research-based information and service delivery models.

In addition to these services, Title I School Improvement sites are assigned *Quality Schools Facilitators (QSF)* to provide additional administrative support and guidance. As these specialists begin to work with the district staff to identify barriers to student learning and develop plans to address them, other experts outside the department may be included to help address community issues that impact student learning.

The Department offers technical assistance and professional development to districts and schools through state run trainings and conferences, correspondence (written and electronic) as well as audio conferencing, list serves and other means of electronic postings. Activities take place throughout the school year and summer and are presented in collaboration between programs whenever possible. An annual events calendar is provided to districts that identifies the workshops, conferences, training, workshops and grant and RFP opportunities that will be made available during the school year. The state does not endorse any particular curriculum or program, but rather shares information produced from the U.S. Department of Education and other national organizations that highlight effective programs that are rigorously tested and scientifically research-based. Activities will be more focused on identifying and presenting information on scientifically research-based programs and integrating programs.

4. In the **June 2002 submission**, describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.

In addition to the support provided by EED's Title Program Managers and Quality Schools Team Leaders, additional support will be provided to teachers and principals in Title I School Improvement (SI) Sites by Quality Schools Facilitators. Quality Schools Facilitators are distinguished teachers and public school administrators who serve school improvement sites under dual contracts with the respective LEA and EED. EED identifies eligible distinguished educators and guides the process.

Once identified, the site will be assigned a quality schools facilitator who will work closely with the SI State Coordinator, the EED Quality School Team Leader, the District Title I Coordinator and the School Principal. This core support team will meet by audio conference prior to the first day of school to inform the school and school district of the identification process and discuss the school improvement action plan for the coming school year.

Beginning July 1, 2002, Alaska will have two sites in Year 1 and eleven sites in Year 2 of School Improvement Status. External Facilitators assigned to these sites are currently planning for the fall in-service that will include a thorough analysis of the 2001-2002 student achievement data and a review and update of the school improvement plan. Teachers, principals, paraprofessionals, and appropriate district representatives will be required to participate. Community members will be invited and will be encouraged to participate. Additional school support team members will be identified at this time to support implementation efforts that require specialized assistance.

The Quality Schools Facilitators, along with district staff, will be expected to make at least four on-site visits a year for a total of 10 days. In addition the Quality Schools Facilitators will maintain contact via e-mail, phone and fax to assist school staff complete the following:

- Conduct or update a thorough needs assessment;
- Develop or revise a school improvement plan; and
- Monitor and evaluate the plan implementation.

EED Quality School Team Leaders work closely with the SI External Facilitators by:

- Participating in bi-monthly audio-conferences
- Updating School Profiles throughout the year
- Participating in School Improvement Plan reviews

5. In the **June 2002 submission**, describe the activities the State will conduct to --
- a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs;

Alaska does not have some of the problems that other states apparently experience in encouraging districts and schools to consider adopting schoolwide Title I programs. On a regular basis, the Department of Education & Early Development (EED) explains the advantages of schoolwide programs through workshops, information dissemination, audio conferences, and communication with Title I staff. Once sites decide to adopt schoolwide programs, EED provides immediate and ongoing training and technical assistance.

Schools can currently combine funds under their schoolwide programs. Districts are able to combine administrative funds as part of the NCLB application. The application also includes procedures to allow districts to take advantage of the transferability and Rural Education Initiative flexibility options. As barriers are identified EED will examine current procedures to determine how they can be revised to make it easier to consolidate funds.

5. In the **June 2002 submission**, describe the activities the State will conduct to --
- b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help the State's will provide to LEAs and schools to --
 - i. Conduct effective professional development activities;

- The State of Alaska requires each LEA to conduct a needs assessment, based largely on student achievement data. Information from the needs assessment is used to create a professional development plan, which is submitted to the SEA as part of the LEA's consolidated application. These plans are received and reviewed by the Title II program manager to make sure the professional development activities follow the guidelines given in No Child Left Behind. If necessary, the Title II program manager calls the LEA to discuss the professional development plan and suggest changes or ask for clarifications.
- School districts must submit to the State an
 - Inservice Training Application, and
 - Inservice Description Form.

These forms are submitted to the Quality Schools Team Leader(QSTL) in the Department of Education & Early Development who is assigned as the liaison with that particular LEA. The QSTL reviews the application and description to ensure that professional development standards are being met. (See QSTL reference in #3 above.)

- If the inservice plan is incomplete, does not meet professional development standards, or does not reflect the areas identified in the needs assessment, the QSTL assists the LEA in identifying resources and specialists who can help the LEA develop an appropriate plan. Specialists include members of the Quality Schools Facilitators cadre, made up of experienced, effective current and retired teachers and administrators from throughout Alaska, and Title I Distinguished Educators. Upon completion, the revised plan is submitted to the SEA for final review.
- Upon request from an LEA, SEA personnel travel to the LEA to provide assistance with development of the inservice plan or to provide training for teachers in identified areas.
- Quality Schools Facilitators work with schools in need of improvement in all areas of need including professional development to increase the number of highly qualified teachers.

ii. Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and

- LEAs may apply for funds through a Teacher Recruitment and Retention Grant. Activities within the grant include:
 - Additional inservice days for new hires
 - Mentoring activities
 - Incentives for continuing education, professional development opportunities, membership in professional organizations, help with certification costs.
- The Alaska Education Employment Board (AKEEB) is a free service provided to all LEAs by the SEA. AKEEB maintains a website, which posts job vacancies statewide. AKEEB also actively recruits highly qualified teachers nationwide by providing a “job alert” service. This service emails job vacancy information directly to eligible candidates who have registered with the service. The site is also used for recruitment activities such as providing general information about Alaska and the advantages to living and teaching in Alaska.
- The State participates in the Troops to Teachers program.

iii. Retain highly qualified teachers.

- Through the Teacher Recruitment and Retention Grant, LEAs may offer incentives to retain teachers. These incentives may be for continuing education, professional development opportunities, membership in professional organizations, help with certification renewal costs.
- Teacher retention is encouraged by using Title II funds for reducing class size.
- LEAs may use Title II and Title V funds to address areas of concern specific to teachers in their communities, e.g. travel assistance, housing improvements, and mentoring and networking opportunities for those in

isolated communities, in order to increase retention rates for highly qualified teachers.

5. In the June 2002 submission, describe the activities the State will conduct to --
- c. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.

The Department of Education & Early Development (EED) is undertaking the following activities to ensure that paraprofessionals meet the qualification requirements of section 1119(c) and (d) by the 2005/2006 school year.

- EED has already started adapting e-learning training modules and infrastructure originally intended to provide training to Special Education paraeducators in order to distance deliver courses, workshops, and other learning activities to all instructional paraeducators. By collaborating with the institutes of higher education in Alaska, we will extend these modules to enable paraeducators and teachers of regular education to complete the courses for credit hours for certification and recertification purposes.
- In addition, EED is actively working with Alaska's university campuses and teacher preparation programs to:
 - coordinate the development and use of infrastructure;
 - design appropriate college-level courses (instructional methods, behavior management, tutoring strategies) that may not terminate in a degree;
 - design associate's degree programs specifically oriented toward instructional paraprofessionals.Extensive email communication and two face-to-face meetings have already occurred. The next face-to-face meeting is scheduled for July 2, 2002.
- EED is currently in the process of contacting other western and northwestern states to evaluate whether Alaska will (a) collaborate on the development of a rigorous assessment for paraeducators, (b) develop our own assessment instrument, or (c) contract to have an assessment instrument written to our specifications. This instrument will be available for use in school year 2002/2003.

During school year '02-'03, EED will develop and implement a reporting process for paraprofessionals in instructional positions that will be similar to the reporting process currently in place for certified positions. This will allow the Department to monitor LEA's progress toward meeting the requirements of sections 1119 (c) and (d) and to take appropriate action as necessary. The reporting process will be in place for the LEA reports that will be due October 2003.

Recruiting and retaining highly qualified teachers is an ongoing effort in the Alaska Department of Education and Early Development that started prior to

passage of the NCLB Act. In order to coordinate these efforts, Title I and Title II EED staff teams, and NCLB EED staff teams, meet weekly on alternate weeks. In addition, other EED staff working on recruitment and retention issues also participate in these coordinating meetings on a regular basis, including staff from the Alaska State Improvement Grant, the Division for Teacher Certification, and the separately funded Recruitment and Retention Project. The specific purpose of meeting on a regular basis is to coordinate efforts to maximize effectiveness.

5. In the **June 2002 submission**, describe the activities the State will conduct to --

- d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.

To assist with the formation of such partnerships, the State of Alaska Department of Education & Early Development will:

- Establish criteria to determine levels of technology expertise possessed by LEAs and potential partners;
- Help LEAs determine their own levels of technology expertise by crafting assessments designed for self-assessment and assessment performed by others on their behalf;
- Identify LEAs in state as well as other agencies and entities, both public and private, in and out of state, having technology expertise which may benefit Alaska LEAs with high poverty and one or more school improvement sites, or any Alaska LEAs with a high poverty and high need for technology;
- Assist LEAs and other entities to form appropriate partnerships based on skills and services available compared with skills and services needed;
- Use individuals trained via other programs (e.g., UAS educational technology endorsement program; ARCTIC ambassadors; MarcoPolo cadre; etc.) to provide training and expertise to high need, high poverty LEAs in the state.

5. In the **June 2002 submission**, describe the activities the State will conduct to --

- e. Promote parental and community participation in schools.

In concert with the Alaska's Quality Schools Initiative focus on family, school, business and community networks, the Alaska Department of Education & Early Development will enhance parental and community involvement in Alaska's schools through the following activities:

- Implement an effective family involvement model using National Standards for Parent/Family Involvement Programs.
- Encourage schools to establish partnerships with social service agencies to create support service centers which provide social, medical, and mental health services;

- Develop quality review standards for schools and communities to self-assess local family and community involvement efforts;
- Support local workers, such as home-school coordinators, and school social service staff who bridge the school, home and community, to strengthen local linkages;
- Involve parents and community members in school decision-making, such as the development of state content, performance, school-to-work and opportunity to learn standards. Include parents in teacher in-service and curriculum assessment;
- Train parents, community members, and school staff in the use of family and community involvement best practices, including appropriate educational decisions;
- Collaborate with various local organizations, such as the Alaska Chapter of the Parent Teacher Association to help school boards facilitate discussion among community members, social services, families, schools, and other entities to assure culturally appropriate educational practices.
- Provide continuous support throughout the year by supplying research-based program information to schools and parents, and by providing travel stipends for parents to participate in school district teacher training;
- Provide Even Start programs to promote family literacy and enhance partnerships among community-based organizations and local schools. Through these programs, parents may earn a high school diploma or GED, gain job skills, become fluent in English, and share literacy activities with their children; and
- Work to develop the "Planning for Youth Success" resource and training manual with the Northwest Regional Education Laboratory. This manual describes a local five-step planning process to increase student success through by integrating students, families, schools and human resources into a comprehensive network.
- EED will use three primary vehicles to disseminate and publicize assessment results to LEAs, teachers, parents, and the general public.
 - a. the Department's public website;
 - b. the Department's "Report Card to the Public," which is posted on the website and widely disseminated on CDs distributed without charge; and
 - c. the Department's electronic and paper newsletter, "InfoExchange."

Note that assessment results and other information disseminated through the Report Card to the Public and "InfoExchange" are typically picked up by Alaska's print and broadcast media for further distribution.

In addition, EED will continue to report assessment results directly to building principals and LEA superintendents.

5. In the June 2002 submission, describe the activities the State will conduct to --

f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.

In the spring of 2002 the Alaska Department of Education & Early Development established a program to assign a unique student identification number to each student in the state enrolled in a public school. The implementation of the unique identification number was the first step in establishing a statewide assessment database. Complete results from all assessments included in the accountability system are reported directly to the Department by CTB/McGraw-Hill our current test contractor and will be included in the statewide data base. The statewide assessment database will be used to secure the baseline and follow-up data necessary to implement the school accountability system.

The Department of Education and Early Development will continue to conduct staff development in the area of data collection and quality assurance. The Department will revise the current data dictionary and produce guidance documents to districts to ensure the quality of the data that is collected from districts.

6. In the **June 2002 submission**, describe how

a. SEA officials and staff consulted with the Governor's office in the development of the State plan;

The Commissioner and Deputy Commissioner have met with the Governor's staff and State House and Senate Legislative Committees to brief them on the requirements of the newly reauthorized Elementary and Secondary Education Act (ESEA), including the need for a new State plan. Additionally, the Commissioner, Deputy Commissioner, State Assessment Administrator and Director for the Division of Teaching and Learning Support, briefed the State Board of Education & Early Development at their past two board meetings on the requirements of ESEA. The Division Director and the Assessment Administrator also met with the Alaska Association of School Boards to go over key points of ESEA and what would be required of the state.

The responsibility for writing the plan, seeking and receiving public input on the elements of the plan, and finalizing the new State plan have been delegated to the Alaska Department of Education & Early Development through the Commissioner, Shirley J. Holloway, Ph.D.

6. In the **June 2002 submission**, describe how

b. State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administrators;

All of the ESEA-funded programs are housed in the Division of Teaching & Learning Support, Division of Early Development, and the Division of Education

Support Services. The directors of these division communicate daily about coordination of the ESEA programs. The two Deputy Commissioners who oversee activities in these divisions meet weekly, and sometimes more often, with the Commissioner to discuss the coordination of ESEA programs to ensure that school districts provide effective programs and services so that all students in Alaska will reach high academic standards and be successful. This high level of communication is ongoing.

Additionally, the Department sponsors and holds many regional and statewide conferences, work sessions, and professional development/training events throughout the year to communicate requirements of the ESEA programs and to bring instructors and administrators up to speed on instructional strategies that will lead to student success. The lists of Professional Development Meetings and Professional Development Events/Activities are issued to school district staff in July of each year and also posted on our department's website. The lists for the 2001-2002 school year are included as an appendix, as the new lists for the 2002-2003 school year are not yet complete.

6. In the **June 2002 submission**, describe how

- c. State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations; and

Department of Education & Early Development (EED) officials and staff will continue to coordinate with businesses, IHEs and nonprofit organizations. EED officials and staff serve on the Alaska Human Resources Investment Council, the Balance of State Workforce Investment Board, the Youth Council, the Council on Domestic Violence and Sexual Assault, and the Special Education Services Agency. The State Board of Education & Early Development also has a representative on the University of Alaska's Board of Regents and the Alaska Commission on Postsecondary Education. Cross sharing of information about ESEA and other state and federal education programs and collaboration on student services delivery and professional development results from participation on these boards and commissions.

Additionally, the department has assigned a staff member to work with the University of Alaska, the Alaska Federation of Natives and other tribal and native organizations and nonprofit organizations to improve teacher quality and student performance. Beginning in the 2002-2003 school year, this staff person will focus efforts on recruiting and retaining Alaska Native teachers and developing programs and opportunities for Alaska Natives to enter and complete teacher preparation programs. This new Teacher Leadership Project will result in increased professional development for instructors, paraprofessionals, and administrators to ensure that they meet the federal definition for being "highly qualified."

Because of a shortage in related services staff, in the coming year, the department will work with the University of Alaska to initiate a program to train related services professionals to serve in Alaska school districts. The department will continue its work with the university on teacher recruitment and retention by working closely with the Alaska Teacher Placement services program, in-service and pre-service training opportunities and continuation of the special education dual endorsement program.

The department has and will continue to enlist the support of IHEs, businesses and nonprofit organizations to provide training, teacher preparation and professional development to teachers, administrators and paraprofessionals across Alaska. The department will issue contracts to these organizations to help fulfill requirements of the ESEA programs related to direct student services, professional development that ensures Alaska's staff are "highly qualified," the development of curriculum based on state student content and performance standards, the development of a continuous improvement monitoring program, the creation and delivery of on-line courses and teacher preparation programs, the integration of academic and vocational education, and other ESEA, state, and federal requirements leading to the improvement of student performance.

6. In the June 2002 submission, describe how

- d. State officials and staff will coordinate with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).

Department of Education & Early Development officials and staff will continue to coordinate with the Governor's office through the Commissioner, the Deputy Commissioners, and the Division Directors. The Governor's office has staff assigned to our department and are in constant contact with staff in the Commissioner's Office and at the Division Director level. Additionally, the Commissioner of the Department of Education & Early Development co-chairs the State's Children's Cabinet with the Commissioner of Corrections. The Children's Cabinet was established by the Governor and includes representatives from the following state agencies:

Department of Education & Early Development
Department of Corrections
Department of Law
Department of Public Safety
Department of Health and Social Services
Department of Community and Economic Development
Lt. Governor

Much state and federal program coordination occurs through this Cabinet and across many state departments and includes the Lt. Governor. Interaction at the Children's Cabinet meetings have resulted in high levels of collaboration in state and federal grant programs to address student needs in a comprehensive manner.

The June 2002 submission was developed in consultation with the superintendents, Title I coordinators, Migrant Education coordinators, Committee of Practitioners, and Parent Advisory Committee members of Alaska's LEAs. In addition, drafts of the application were posted on EED's website, and legal notices announcing those drafts and soliciting comments were posted in Alaska's newspapers and disseminated through the Department's primary paper and electronic public communication vehicle, InfoExchange.

As further guidance becomes available and the plans described in this application are refined, EED officials and staff will continue to coordinate with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act. The Department has already initiated regular meetings for staff from these programs to jointly work on the new State plan and to work collaboratively on the delivery of student services and professional development at the school district and school level. Staff from most of these programs also work together to conduct program monitoring visits. This combined monitoring process is being refined and will expand during the 2002-2003 school year.

The Adult Education and Family Literacy Act was moved as the result of state law to the Department of Labor and Workforce Development two years ago. Staff in the Division of Teaching and Learning Support communicate with the Adult Education Supervisor on a regular basis about state student performance standards, GED preparation programs, and the Even Start program. Many of the organizations that administer Even Start projects are adult education and literacy providers.

The State department also will continue its work with the Department of Health and Social Services (DHSS) on a number of fronts:

- The Fetal Alcohol Syndrome (FAS) project funds a full time program manager and full time support staff to work with local school staff and community groups to ensure that students with FAS will be successful in school and meet the state's high academic standards.
- The Governor's Council on Disabilities and Special Education provides support and direction to our special education programs across the state.
- IDEA Part C – Birth to 3 is administered in the DHSS and staff from EED and DHSS regularly coordinate on program services and participate in joint professional development activities to ensure comprehensive and continuous services for children with disabilities.

- The Alaska Youth Initiative (AYI) is jointly funded by both departments to keep children with severe emotional or behavioral problems in state. Some of these students are children with disabilities.

7. In the **June 2002 submission**, describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.

To determine whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired outcomes, EED will, on an annual basis, review and analyze the results of the Benchmark assessments, the High School Graduation Qualifying Exam, and the TerraNova assessments. EED will also review other indicators such as graduation and drop out rates for all districts and schools. These results will be compared with the State's performance goals, indicators and targets to determine progress toward meeting these goals, as well as toward meeting adequate yearly progress for Title I, Part A. Districts and schools identified as not meeting adequate yearly progress and not making substantial progress toward meeting State goals will be assigned a Quality Schools facilitator who will work with the district or school support team to develop and implement an improvement plan.

Districts are also required to conduct self assessments, and to use one day of inservice for all staff to review their district and school assessment results. EED assists LEAs with this process by providing training on how to conduct data analysis, and EED staff are available to facilitate data analysis workshops in districts.

EED will monitor LEAs' progress toward meeting professional development goals by reviewing the required annual professional development plans and the budget reports and revisions that LEAs submit in conjunction with those plans. Also, LEAs will submit inservice plans to EED's quality schools team leaders who will then monitor the extent to which the plans are followed.

PART III:

ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION

The Department has an overall responsibility for ensuring the programmatic and fiscal integrity of the ESEA programs. To meet this responsibility, the Department has determined that before it awards FY 2002 program funds on the basis of the consolidated application, it will review and approve information on how the State will comply with a few key requirements of the individual ESEA programs included in the application. Those programmatic and fiscal requirements are listed below.

In preparing a reply to the Part III request for information, States may find it helpful to align responses to ESEA goals. Funds from some ESEA programs explicitly support all of the ESEA goals (e.g. Title V) while other program funds concentrate on a specific ESEA goal (e.g. Title IV, Part A). To facilitate this alignment, we indicate the number of the ESEA goal(s) that we believe to be related to each program. (See also the "Alignment between ESEA Programs and ESEA Goals" chart in the General Introduction.)

Instructions: In the **June 2002 submission**, for items 1-14 and the two final questions on uses of funds, please provide a brief narrative response. Where applicable, the State may include Web site references, electronic files, or other existing documentation to comply with the requirements listed in the application. (All electronic references and hyperlinks should point explicitly to applicable content.)

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]

- a. Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.

\$590,000 is reserved for School Improvement. 5% of that (\$30,000) will help fund the training of the External Facilitators. The remaining amount (\$560,000) will go directly to support schools implement School Improvement plans with the assistance of External Facilitators.

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]

- b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.

Schools identified as Title I School Improvement (SI) sites in Alaska will be eligible to receive funds based on severity of need based on census poverty data and student achievement data. Projects must be of sufficient size and duration to develop and implement school improvement plans and to demonstrate meaningful

annual yearly progress as measured by the State's student achievement goals, indicators and targets.

Priority will be given to sites in corrective action. Once identified, the site will be assigned an Quality Schools facilitator who will work closely with the SI State Coordinator, the EED Quality School Team Leader, the district Title I Coordinator and the School Principal. The district must contract directly with the Quality School facilitator and agree to 1) conduct/update a comprehensive needs assessment, 2) develop the school improvement plan in consultation with the Quality School facilitators and representatives of the local community, and 3) Implement, monitor and evaluate the schools progress toward meeting the goals and the objectives of the plan.

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]

- c. Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.

None of these funds will be used for assessment development under section 1004.

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]

- d. Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.

Prior to the beginning of school year '02 - '03, and in conjunction with developing the list of supplemental service providers approved for service to each district in its second year or more of School Improvement Status, EED will develop guidelines that will explain to LEAs and parents how the process will work. These guidelines will be drawn from the NCLB Act and subsequent guidance and regulation. In general, EED will develop the list of providers approved for each site; parents will select the provider of their choice; and the LEAs will be encouraged to develop master contracts for all sites within the LEA for reasons of cost effectiveness and so that sites will not bear this burden.

The State will inform LEAs about the procedures they must use to distribute funds and the procedures for determining the amount to be used by sending an email message to each superintendent or chief officer describing these procedures in full. In addition, both sets of procedures will be posted on the Department's website, and a memo will be sent to each superintendent or chief officer by fax, providing directions to the webpage where the procedures may be found. Following the above steps, EED will convene at least one statewide audioconference to explain the procedures and answer questions, and will conduct additional audioconferences and/or prepare written advice to LEAs as necessary.

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]

- e. Describe how the State will use the formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111.

Please see Part III question 14.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]

- a. Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

Alaska's indicators of program quality are in their first year of implementation. Data collected from programs will be used to determine what on-going technical assistance the State can provide for program improvement on an annual basis. Systems developed and data collected through their use will be used to help provide programs with relevant information and training annually. Data this year will be used to help strengthen program components and help shift the focus from the adult family member to children's school readiness and pre-reading curricula. Discussion of instructional programs based on scientifically based reading research and the prevention of reading difficulties for children and adults will then become the focus for technical assistance, training and staff development.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]

- b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

Alaska's indicators are now in place for the first year. EED will:

- Record program baseline data at the end of this year,
- Compare data with required percentages
- Coordinate program plans for progress,
- Reevaluate programs for progress in meeting performance goals, and
- Determine appropriate action based on program progress.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]

- c. Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

To assist families help their children achieve, EED's Even Start programs provide referral services to the program's partners and other agencies. EED and the partners also provide yearly program services including summer programs for children. Even Start collaborators meet regularly to discuss and determine the best ways to meet their family's needs. Programs provide flexible scheduling to better accommodate the family's needs. They also provide for transportation and child care, in-school tutoring and after school programs. Combined, these services

provide families with an avenue to help their child/ren meet or exceed State achievement standards. The State of Alaska currently does not have performance standards for 0-7 year olds. Alaska's Even Start programs do however have performance indicators for 0-7 year olds in place.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]

- d. Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.

Alaska currently reserves 6% under this Subpart, 3% of which goes toward administration, and 3% of which goes toward technical assistance to subgrantees. The 3% for administration supports a coordinator position, a fiscal-grants position, and clerical support. The 3% for technical assistance is divided between several activities:

- Face to face meetings, training and work sessions
- Monthly state audio conferences
- Dissemination of current Even Start related information as well as current legislated policy on Even Start and news on national/regional trainings and conferences.
- Financial assistance towards training and conference attendance and yearly local program evaluations

3. Title I, Part C -- Education of Migrant Children [Goals 1,2,5]

- a. Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the Special Educational and related needs of migrant children.

During the 2001-2002 school year, EED conducted a Migrant Education needs assessment. The assessment included a statewide survey of districts with identified migrant populations, consultation with district coordinators, review of the results of the State Assessment Program (Benchmark and HSGQE), and review of local operating agencies' needs assessments.

The resulting identified needs include:

Academic Services - Assistance is needed across academic areas to help migrant children meet the state standards. Reading/language arts and mathematics remain the primary areas where assistance must be focused.

Transition Support - Many migrant students move frequently between rural communities or between the rural communities and one of the four major urban centers in the State (Anchorage, Fairbanks, Juneau, and Ketchikan). These children often have academic and support service needs resulting from these moves. Close communication must occur between the school districts to prevent students from falling behind and/or dropping out of school. Networks

need to be established with social service and community service agencies to assist children and their families in making these transitions.

Water Safety - Alaska's drowning rate for children and teenagers is almost two and a half times the national average and significantly higher than that of any other state. The majority of Alaska's drownings occur in the abundant marine waters, lakes, and rivers within and surrounding the state. Because families live and work on or near the water, safety and survival skills training are necessary. CPR and first aid training also assists students in obtaining deck hand licenses and future employment.

Drop-out Prevention - Efforts must be undertaken to overcome the barriers to graduating from high school which many students face. In particular an examination of the policies related to attendance and credit accrual must take place. Services must be made available to students who are lacking credits or who have partial credits from different school districts.

Parent Involvement - Parent involvement continues to be an area where training and effective models are needed to help districts involve these traditionally under-represented populations.

Paraprofessional Training - The majority of services provided through the Migrant Education Program are provided by paraprofessionals. In order to improve the quality of instruction, paraprofessionals need training to build their skills, and teachers need training on how to work effectively with paraprofessionals.

3. Title I, Part C -- Education of Migrant Children [Goals 1,2,5]

- b. Describe the State's priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.

All migrant students are included in the State Assessment System. Disaggregated assessment data on migrant students is available through the State Assessment System, which allows for reporting and analyzing student achievement results. This also allows EED to identify needs, establish service priorities, and evaluate program effectiveness using the following performance indicators.

Indicators 1.1 and 1.2

To help migrant students achieve the State's performance standards, EED will assist districts to establish scientifically research-based programs in the areas of reading/language arts and mathematics. Districts will be encouraged to establish summer and extended day/year programs to meet the needs of migrant students. EED will also encourage schools to develop plans for Title I Schoolwide programs to include services to migrant students. Services at the school level will

be coordinated with Title I and other federal programs to ensure that migrant students are able to take advantage of services available. Technical assistance and training will be provided to schools and parents on how to more fully involve parents in their children's education. EED will participate in national records transfer programs to ensure timely transfer of educational information for continuity of services for migrant students.

Indicators 5.1 and 5.2

EED's increased data collection capacity will improve the identification of out-of-school youth and the graduation rate of migrant students. Effective practices will be disseminated and technical assistance provided to districts for helping students stay in school and graduate from high school. Technical assistance and training will be provided to schools and parents on how to involve parents to a greater extent in their child's education. EED will participate in national records transfer efforts in order to ensure the timely transfer of educational information for continuity of services for migrant students.

3. Title I, Part C -- Education of Migrant Children [Goals 1,2,5]

- c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)

Starting with the 2001-2002 school year, the Department of Education & Early Development revised the formula for Migrant Education allocations to include weighted factors based on academic need and academic gain. The weighted factor uses the results of the Spring 2000 and Spring 2001 Benchmark assessments and the High School Graduation Qualifying Exam. The allocation formula also provides a weighted factor for concentration of migrant students and for migrant students served. Districts that have fewer than 100 identified eligible migrant students receive an additional \$10,000 to support identification and recruitment efforts and program coordination activities. Districts must have a minimum of 10 students in order to receive a Migrant Education allocation. Districts whose student count drops below 10 identified migrant eligible students may choose to conduct a comprehensive identification and recruitment or to no longer participate in the program.

3. Title I, Part C -- Education of Migrant Children [Goals 1,2,5]

- d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

The majority of Alaska's migrant students are home based in Alaska and move primarily within their home district or between districts in Alaska. Alaska LEAs have existing procedures for sharing student information.

However, the Department will ensure continuity in the education of interstate migrant children through a cooperative working relationship with other states and by requiring Alaska LEAs to participate fully in interstate programs that ensure continuity in the education of migrant children.

The Department participates as a member of the Interstate Migrant Education Council (IMEC) to improve interstate coordination and improve the delivery of services to all migratory children.

3. Title I, Part C -- Education of Migrant Children [Goals 1,2,5]

- e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

The State will require districts to include all migrant students in the administration of the State Assessment Program to enable the disaggregation of migrant student data. The state has implemented a unique numerical student identifier system. The Department, schools, and districts will use the results of assessments made possible by this unique identifier system to analyze migrant students' progress in meeting local and state performance targets.

3. Title I, Part C -- Education of Migrant Children [Goals 1,2,5]

- f. Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

Alaska's preliminary allocation for the 2002-2003 school year is \$6,825,272. \$900,000 will be retained for administrative and program functions unique to the MEP. Funds will be used to operate the State Migrant Education Terminal Center for the transfer and maintenance of the State's migrant student data base, training of district staff on identification and recruitment of migrant students, review and analysis of migrant student assessment data, conducting statewide needs assessment, and providing technical assistance and training to districts on the operation of migrant programs.

4. Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

Goal: To ensure that neglected, delinquent, or at-risk children and youth will have equal opportunity to meet the challenging State standards needed to further their education and become productive members of society.

Objectives:

- 1) Neglected (N), delinquent (D), and at-risk students will improve academic and vocational skills needed to further their education or obtain employment.

Indicator: 1.1 Progress and Achievement. An increasing number of facilities / programs will show that N or D students are improving academic or vocational skills and educational attainment. **Source:** Analysis of annual program evaluations carried out by each agency receiving Title I-D funds. Review of annual information from LEA performance report.

- 2) Institutions and programs will demonstrate clear program goals and objectives that better meet the needs of N, D, and at-risk children.

Indicator: 2.1 Program Evaluations. The number of programs that integrate improved curriculum based on clear goals / objectives will increase. **Source:** Analysis of annual program evaluations carried out by each agency receiving Title I-D funds. Review of annual information from LEA performance report.

Indicator: 2.2 Innovative Practices. Institutions / programs will use funds for innovative practices that focus on meeting the unique needs of N or D students. **Source:** Analysis of annual program evaluations carried out by each agency receiving Title I-D funds. Review of annual information from LEA performance report.

- 3) Programs will improve the ability of delinquent children and youth to make the transition from the facility / program to their community and society at large.

Indicator: 3.1 Increase support for transition. An increasing number of facilities / programs will incorporate transition services and will track post-release progress of students, when feasible. **Source:** Analysis of annual program evaluations carried out by each agency receiving Title I-D funds, as well as the analysis of the Division of Juvenile Justice yearly evaluation of program report.

4. Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

- b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.

The Department of Education & Early Development (EED) assists projects funded under Title I, Part D, by:

- Disseminating information and guidance on Part D programs;
- Coordinating with the Division of Juvenile Justice and the Department of Corrections on program evaluations and data gathering techniques;
- Promoting better understanding of program objectives and strategies among all agencies that provide services to N, D, and at-risk youth through statewide conferences and a series of audioconferences;

- Providing opportunities for program staff to share ideas and improve strategies that serve N, D, or at-risk children and youth.

4. Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

- c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.

Funds reserved under section 1418 will be used to increase transition services for students leaving the 6 state institutions that serve neglected and delinquent youth by coordinating with the Alaska Division of Juvenile Justice and the Alaska Department of Corrections to identify and disseminate information on exemplary Part D transition programs.

5. Title I, Part F -- Comprehensive School Reform [Goals 1,2 5]

- a. Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.

To ensure that Title I, Part F programs include and integrate all eleven required components, EED will use a scoring guide that was developed specifically for the review and scoring of Comprehensive School Reform Demonstration Program applications. The eleven CSR criteria are embedded within the rubric along with the factors related to evidence of effectiveness. The criteria for each of these elements have been assigned different weights and are aligned with the State's current school reform efforts.

The eleven CSR components are also incorporated into on-site visit surveys, planning workshops and other forms of technical assistance that is provided throughout the year.

5. Title I, Part F -- Comprehensive School Reform [Goals 1,2 5]

- b. Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.

EED will gather reading/language arts and mathematics proficiency data on students enrolled in Comprehensive School Reform (CSR) schools through the State's Comprehensive Assessment System. EED initiated a unique student identifier system late this school year. In the coming year, EED will be able to identify students in CSR schools and will be able to track, compile, compare, and analyze individual student assessment data related to the State Benchmark Exams,

the High School Graduation Qualifying Exam, and the State mandated norm-referenced tests.

EED is also developing "definitions of proficiency" for schools, as a part of the State's School Designator process. These definitions, as they relate to schools, will not be completed until early in 2003, at the earliest. The State's School Designator System will be implemented in the 2003-2004 school year.

6. Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]

- a. If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the State's annual measurable objectives under section 1119(a)(2).

The State has adopted the Performance Goals outlined by the U.S. Department of Education, and these goals are reflected in both the Alaska Quality Schools Initiative and the Alaska State Board of Education & Early Development's Mission and Beliefs, Mission, and Goals statement. Targets will be established over the course of the 2002/2003 school year, and submitted as part of the May, 2003 SEA Consolidated Application. (See the State's response to the information on performance goals, etc., in Appendix A.)

6. Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]

- b. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34).

Note: This program, and the financial support it provides to States, LEAs, and schools, is vitally important to ensure that all students have teachers who are highly qualified, and who can help students achieve to their maximum capabilities. The two items identified above supplement other information States need to provide in response to items in Part I, Goal 3; Part II, item 5, and Part III, information on Title II, Part D (Enhancing Education Through Technology program) on how they plan to implement key teacher quality activities.

The SEA will hold the LEAs accountable for meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34) in the following ways:

1. EED will require LEAs to submit annual professional development plans in May of each year, for the coming school year. These plans contain a brief description of each professional development activity, a description of which standards of the Alaska Quality Schools Initiative Standards for Teachers are addressed by each activity, and a reference to the Alaska

Performance Standards for Students addressed by the planned professional development activity, and a description of how the LEA will evaluate the effectiveness of the professional development activity. SEA staff assigned as Quality Schools Team Leaders to individual districts review the plans, and work with the LEA staff to ensure that the planned activities are ongoing, consistent with identified district needs, incorporate research-based professional development approaches and promote research-based instructional activities, and reflect the goals of the Alaska Quality Schools Initiative.

2. EED will require LEAs to include a professional development plan as part of their Consolidated Application for funding for programs under No Child Left Behind. As part of the planning process, LEAs must conduct a needs assessment, incorporating both a review of the district's and individual school's student assessment data, and input from teachers, administrators, and instructional support paraprofessional staff.
3. EED will require LEAs to include an evaluation of the effectiveness of their annual professional development activities that is based on student achievement in the area(s) targeted by the professional development plan for the year. For example, if secondary reading and elementary math are the areas of need identified in the needs assessment, the professional development plan would include activities to improve instruction in these areas. Evaluation of the effectiveness of the professional development activities would include secondary student scores on the Alaska Benchmark and High School Qualifying Examination reading test, and elementary student scores on the Alaska Benchmark Examination math test.
4. EED will require an assurance from the LEAs that they will comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals, and professional development.
5. EED will work with each LEA to develop a plan to increase the LEA's percentage of highly qualified staff, based on baseline data collected during the 2002/2003 school year. This plan will include increases that result in all staff being highly qualified by the 2005/2006 school year.

6. Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]

- c. Describe the State Educational Agency and the State Agency for Higher Education's agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for one percent of the State's program allocation for administration and planning costs.

In the absence of an agreement between the two agencies to apportion the one-percent in another way, of this amount the Department annually will award to the SAHE for administration and planning the greater of:

1. The amount of FY 2001 funds it had received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, or

2. Five percent of the amount available each year for subgrants to partnerships under ESEA section 2113(a)(2).

The Department annually will award the remainder of the one-percent of the State allocation to the SEA for its costs of administration and planning. We will provide further guidance on within-State allocations of Title II, Part A funds reserved for administration in the guidance it is developing for the program.

The Alaska Department of Education & Early Development (EED) is considered both the State Education Agency (SEA) and the State Education Agency for Higher Education (SAHE) by the USED; therefore, there is no separate agreement.

EED will receive the amount of FY2001 funds it had received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program.

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.

Goal 1. All teachers will use technology effectively to help students achieve high academic standards.

Indicators and objectives:

- a. Local school districts will provide for continual professional development to prepare teachers for their changing roles in the technological environment.
- b. The University of Alaska will provide training opportunities statewide for teachers to acquire competencies that support this plan. The University of Alaska Schools of Education will require educational technology competency for all education degree programs.
- c. The Alaska Department of Education & Early Development will provide information about professional development opportunities through and with a variety of technologies. This information will include electronic publishing of a training resource directory of public and private training providers.
- d. The Alaska Department of Education & Early Development will provide assessments by which the effective use of technology by teachers can be measured, based upon the National Educational Technology Standards (NETS) for Teachers.
- e. The Alaska Department of Education & Early Development will continue to coordinate the creation of an online environment to

facilitate sharing of experience and perspective in the use of educational technology. This environment will allow educators from across the state to share information as well as to allow for statewide dissemination of exemplary programs, practices, units, and lessons.

- f. The Alaska Department of Education & Early Development will continue to work with school districts and other organizations and institutions to develop a means for ongoing assessment and reporting of the impact of professional development activities in technology and on the successful integration of technology into the classroom.
- g. Districts will be encouraged to use demonstrated technology competency such as an educational technology portfolio as one criterion for hiring preferences for teachers.
- h. Individual classrooms and teacher offices will continue to be networked to their school office to access and share student records, email, and administrative data.
- i. The Alaska Department of Education & Early Development will assist districts, schools, and teacher to successfully apply for technology-related grants by holding audioconferences, conducting proposal writing training, and distributing model materials.

Goal 2: All students will have the technology and information literacy skills necessary to enable them to achieve high academic standards and lifelong learning.

Indicators and objectives:

- a. The Alaska Department of Education & Early Development will review all Alaska Content and Performance Standards for integration of technology and will determine the range of technologies needed to implement specific standards.
- b. The Alaska Department of Education & Early Development will develop strategies for using technology to support the statewide assessment system as it is developed. The Department will utilize expertise in this area to advise and assist the statewide assessment committee in this task.
- c. The Alaska Department of Education & Early Development will develop a plan to assess the impact of technology on student performance. This task will be part of the statewide assessment committee's plan for the assessment of standards.
- d. The Alaska Department of Education & Early Development will continue to assist districts with educational technology planning, including the elements within the plan of learning goals in content areas, the integration of technology into curricula, and professional development needs assessment and planning.

Goal 3. LEAs, SEA, Northwest Educational Technology Consortium (NETC), libraries, and other entities and agencies, both public and private, will collaborate to improve education and the effective use of educational technology.

Indicators and objectives:

- a. Education will actively participate with the Governor's Telecommunications Information Council (TIC) and the University of Alaska Fairbanks Distance Delivery Consortium in statewide planning for telecommunications access and distance delivered education for all Alaskans.
- b. The State will continue its association with the Northwest Regional Resource Laboratory (NWREL), the Northwest Educational Technology Consortium (NETC), and other regional associations for the purposes of contributing to the many educational technology efforts with which they are involved and of gaining their assistance with Alaskan projects.
- c. Each community in Alaska should form a consortium of stakeholders interested in telecommunications and education to plan for improvements.

Goal 3. All administrators will effectively use technology to help students achieve high academic standards.

Indicators and objectives:

- a. Local school districts will provide for continual professional development to prepare administrators for their changing roles in the technological environment.
- b. The State Board of Education & Early Development will require competency in educational technology for certification and re-certification of administrators.
- c. The Alaska Department of Education & Early Development will provide information about professional development opportunities for administrators through and with a variety of technologies. This information will include electronic publishing of a training resource directory of public and private training providers.
- d. The Alaska Department of Education & Early Development will develop and provide assessments by which the effective use of technology by administrators can be measured, based upon the national Technology Standards for School Administrators (TSSA).
- e. The Alaska Department of Education & Early Development will continue to coordinate the creation of an online environment to facilitate sharing of experience and perspective in the use of educational technology. This environment will allow educators from across the state to share information as well as to allow for statewide dissemination of exemplary programs and practices.

- f. The Alaska Department of Education & Early Development will continue to work with school districts and other organizations and institutions to develop a means for ongoing assessment and reporting of the impact of professional development activities in technology and on the successful integration of technology into school management.
- g. Districts will be encouraged to use demonstrated technology competency such as an educational technology portfolio as one criterion for hiring preferences for administrators.
- h. The Alaska Department of Education & Early Development will continue working on a system to connect all district central offices to EED. Appropriate applications for this system, such as student records, funding accountability, email, and administrative data, will be determined for purposes of centralization, sharing, and reporting.
- i. Individual school sites will continue to be networked to their central administrations to access and share student records, funding accountability, email, and administrative data.

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

- b. Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.

Long term strategies include:

- adopting the National Educational Technology Standards (NETS) for Teachers and the Technology Standards for School Administrators (TSSA) for state use;
- developing an integrated "toolkit" of standards and descriptions of performance, professional development opportunities, unit and lesson plans, and assessments of levels of integration, to promote the continuous improvement of the effective use of technology by teachers;
- increasing the number and work of MarcoPolo field trainers to promote the continuous improvement of the effective use of the Internet;
- using Alaska Reform in the Classroom through Technology Integration and Collaboration (ARCTIC) ambassadors to provide training and examples for teachers in their districts;
- enhancing educational options for students in rural and remote locations to engage via distance delivery with students and teachers in other parts of the world;
- providing and supporting a wide variety of on-going professional development events for teachers and for administrators; and

- investigating the potential of action research as a productive method for realistically evaluating the impact of technology on student achievement.

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

- c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.

EED will use retained funds to:

1. continue the development and distribution of a database of units and lesson plans modeling the effective integration of technology into subject areas;
2. continue the development of a toolkit of assessments (performance measurement systems) by which teachers and administrators may evaluate and improve their integration of technology into teaching and learning;
3. increase the provision and support for professional development in the effective integration of education technology into teaching, managing, and learning;
4. develop an integrated, web-delivered package of model units and lessons, professional development, and assessments for the effective integration of technology based on National Education Technology Standards (NETS) for students, teachers, and administrators; and
5. assist LEAs in the completion and continuous assessment, evaluation, and improvement of their district educational technology plans, with special emphasis on improving the integrated planning for technology to improve curriculum, instruction, and learning.

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

- d. Provide a brief description of how –
- i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology;

EED will collect data on the access of LEAs and schools to technology, including speed and type of Internet access, network capacities, speed and age of hardware, and types and versions of software in use. EED will then put more of the available resources toward those LEAs and schools where the data indicate low access relative to other LEAs and schools in the state and in the nation.

- ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.

The Consolidated Application submitted by the LEA will include the application and budget forms for the formula funds available under Title II Part D. An RFP will make the competitive funds available. The RFP will use the criteria established for high technology need and will reward the partnering of high need with high expertise.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- a. Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

The Department of Education & Early Development (EED) will provide LEAs with a list of approved materials grounded in scientifically based research, supplemented by materials approved by USDE as those become available. Examples include:

- Developmental Bilingual Education/Two-Way Bilingual Education and Structured Immersion (Peregoy & Boyle, 1996);
- English as a Second language/English for speakers of other languages (U.S. General Accounting Office, 1994); and
- Sheltered English (National Center for Bilingual Education, 1987).

LEA's desires to select and implement activities that best reflect local needs and circumstances will be accommodated by establishing processes through which LEAs will be able to (a) ask EED to review their activities for appropriateness under the law, and/or (b) demonstrate that their activities reflect scientifically based research on the education of limited English proficient children.

EED will ensure that LEAs use program funds in accordance with the procedures described above through monitoring, through required reporting processes, and through grant billing processes.

There are no State laws in place that limit LEAs flexibility in selecting and implementing instructional activities for limited English proficient students.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

Participating LEAs will be required to submit an annual LEP student survey with a description of the annual measurable objectives and how that measure has been met or not met. The accountability system will include results from the Alaska Benchmark exams, and the Alaska high school graduation exit exam, which will assure that LEP students meet the same challenging State academic content and student achievement standards that all children are expected to meet, including those related to AYP. LEAs will be required to provide a plan of improvement when measurable objectives are not met.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- c. Specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.

Alaska's allocation is \$526,895. Of this amount, the State will reserve 5%, or \$26,344. Of the reserved amount, the State will use the following percentages in the following ways:

- 80% for planning, evaluation, administration, and interagency coordination
- 20% for technical assistance.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- d. Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.

The State will reserve 15% of its allocation, or \$79,034, for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- e. Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.

To identify eligible districts, EED will compare the number of immigrant students identified by LEAs in section A3, "Immigrant Students," of the *2000-2001 Survey of State's Limited English Proficient Students*, with the same sections of the same reports for 1998-1999 and 1999-2000.

Given the small level of available funding, the State will award subgrants to eligible LEAs on a competitive basis. The quality of the plan will be the primary criterion, with priority points awarded to LEAs with limited or no experience providing services to limited English proficient students.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- f. Specify the number of limited English proficient children in the State. (See definitions of "child" in section 3301(1), and "limited English proficient" in section 9101(25).)

Using the definitions cited above, there are 20,057 limited English proficient children in Alaska.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- g. Provide the most recent data available on the number of immigrant children and youth in the State. (See definition of "immigrant children and youth" in section 3301(6).)

(Note: Section 3111 of the ESEA requires that State allocations for the Language Acquisition State grants be calculated on the basis of the number of limited English proficient children in the State compared to the number of such children in all States (80 percent) and the number of immigrant children and youth in the State compared to the number of such children and youth in all States (20 percent). The Department plans to use data from the 2000 Census to calculate State shares of limited English proficient students. However, these data on limited English proficient students will not be available for all States until September 2002. To ensure that States have access to funds as soon as they are available, the Department proposes, for FY 2002 only, to provide an initial distribution of 50 percent of the funds under the limited English proficient portion of the formula based on State-reported data. As soon as Census data become available, the Department will recalculate and make final State allocations using 2000 Census data. For the 20 percent of formula funds distributed to States based on State shares of immigrant children and youth, the Department will use the most

recent State-reported data year in allocating these funds. Census does not collect data that can be used to calculate State allocations for this part of the formula.)

Compilation of LEA data from the 2000-2001 Survey of State's Limited English Proficient Students identified 1,302 immigrant students. Note that the State's largest LEA declined to provide this data, citing a threat of legal action against the LEA.

9. Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]

- a. Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that –
 - i. Complement and support activities of LEAs under section 4115(b) of the ESEA;

The Alaska Department of Education & Early Development (EED) plans to support safe, orderly and drug-free schools in our state by employing the following strategies:

- Making funding directly available to our LEA's to support local community efforts.
- Supporting school and community safe and drug-free schools efforts through other funding mechanisms.
- Providing professional development and other networking opportunities to local districts and community-based organizations.
- Providing resources, referrals and other technical assistance to Alaska schools and communities.
- Coordinate health promotion and prevention efforts

MAKING FUNDING DIRECTLY AVAILABLE TO LEA'S

EED is in the process of developing a strong link with our LEA's through a collaborative application process for the use of Title IV funds. The Title IV, Part A section of the NCLB consolidated application is designed to specifically augment the programs and initiatives that are being addressed by schools, districts and communities. Funds may be used by districts to implement, refine or compliment current efforts to ensure students have a safe, orderly and drug free learning environment. Applications require a detailed explanation of how the district plans to collect and report incidence of truancy and the frequency, seriousness and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary and secondary schools. (The Alaska Department of Education & Early Development operates a free, secure website in which schools may report the above information.) Applications also must provide the types of curricula, programs, and services provided by the local education agency and other recipients of the funds; and the incidence, prevalence, age of onset, perception

of health risk, and perception of social disapproval of drug and violence by youth in the school and surrounding community.

The application must also provide a detailed explanation of how the LEA plans to implement a comprehensive plan for drug and violence prevention, including a description of how the plan will be coordinated with other programs under this Act, other federal, state and local programs for drug and violence prevention; and the district's performance measures for drug and violence prevention programs and activities. These include but are not limited to:

- a. Specific reductions in the prevalence of identified risk factors; and
- b. Specific increases in the prevalence of protective factors, buffers, assets if any have been identified; and
- c. Levels of performance for each performance indicator.

ii. Comply with the principles of effectiveness under section 4115(a);

Applicants must demonstrate how proposed activities align with the principles of effectiveness as outlined in section 4115 (a)(1). Applications require basic background information that encompass the following:

- An assessment of objective data regarding the incidence of violence, illegal drug use in elementary and secondary schools and communities being served, including objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools that is based on ongoing local assessment or evaluation activities;
- Base program on an established set of performance measures aimed at ensuring that the elementary and secondary schools and communities to be served by the program have a safe, orderly and drug free learning environment;
- Base program on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- Base program on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities identified through scientifically based research; and
- Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

Applications also specifically require LEA's to submit the following:

- How the district will publicly report progress toward meeting goals/objectives; and

- How the services will be targeted to those schools and students with the greatest need for drug and violence prevention services; and
- How the evaluation results will be used to refine the program; and
- Assurances that the district has, or the school to be served have a plan for keeping schools safe and drug free that include meeting the State of Alaska Statute 14.33.100 – 14.33.120.

iii. Otherwise are in accordance with the purpose of Title IV, Part A.

(Note: The reauthorized provisions of the Safe and Drug-Free Schools and Communities (SDFSC) Program clearly emphasize well-coordinated SEA and Governors Program activities. The statute requires that significant parts of the program application be developed for each State's program, not for the SEA and Governors Programs individually. For this reason, each State must submit a single application for SDFSC SEA and Governors Program funds. States may choose to apply for SDFSC funding through this consolidated application or through a program-specific application.)

Applicants must demonstrate how proposed activities align with the principles of effectiveness as outlined in section 4115 (a)(1). Applications require basic background information that encompass the following:

- An assessment of objective data regarding the incidence of violence, illegal drug use in elementary and secondary schools and communities being served, including objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools that is based on ongoing local assessment or evaluation activities;.
- Base program on an established set of performance measures aimed at ensuring that the elementary and secondary schools and communities to be served by the program have a safe, orderly and drug free learning environment;
- Base program on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- Base program on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities identified through scientifically based research; and
- Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

Applications also specifically require LEA's to submit the following:

- How the district will publicly report progress toward meeting goals/objectives; and

- How the services will be targeted to those schools and students with the greatest need for drug and violence prevention services; and
- How the evaluation results will be used to refine the program; and
- Assurances that the district has, or the school to be served have a plan for keeping schools safe and drug free that include meeting the State of Alaska Statute 14.33.100 – 14.33.120.

The department held a technical assistance workshop in April 2002 to assist districts in planning the use of Title IV funds under the new reauthorization. Staff has also provided assistance by phone and through email communications in order to best inform grantees.

Along with the provisions of funding, comes accountability. Title IV staff will be responsible for monitoring the progress of grantees through communications, reviews and formalized monitoring.

SUPPORTING SCHOOL AND COMMUNITY EFFORTS THROUGH OTHER FUNDING MECHANISMS

The department plans to make every effort to assist schools and communities through the investigation of other funding sources for programs, activities and services provided to support safe and healthy students. Planning includes working with Alaska communities to notify them of federal grants, private grants, foundation grants and other state agency grants that may potentially meet their needs. EED plans to work closely with our state Department of Health & Social Services, particularly the divisions of Alcoholism & Drug Abuse, Maternal & Child Health and Office of Juvenile Justice to extend financial resources to our state in the most efficient manner. We also plan to work with other education agencies, such as our Association of Alaska School Boards, who work with Alaska schools and communities supporting developmental assets. EED will publish funding opportunities in newsletters and electronic bulletin boards, offer grant writing workshops as required and attend meetings of other agencies and organizations to advocate for support for these targeted services.

PROVIDING PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES

Title IV staff will work with other state agencies and organizations to provide professional development opportunities for educators and community members working to support safe and drug-free schools and communities. Staff Development provided will conform to research-based principles regarding teaching and learning for adult audiences and will be evaluated by department staff. Presentations on research-based curricula and other strategies will be offered in such venues as the Alaska PTA Conference, the

Alaska Prevention Symposium, the Fetal Alcohol Syndrome Summit, and other appropriate conferences and institutes.

In addition, the department has been working for the past 2 years supporting a small number of schools that are employing methods to address barriers to student learning – based on the research of Dr. Howard Adelman and Dr. Linda Taylor from UCLA School of Mental Health. Many of these “barriers” to student learning are health and safety related, therefore technical assistance, staff development and resources related to prevention and intervention is appropriate. Title IV staff intends to continue to work with our Department of Health & Social Services partners as well as Title I and Special Education staff to continue to support these efforts.

Providing resources, referrals and other technical assistance to schools and communities

It is the intent of the department to continue providing access to various prevention, intervention and health promotion resources through the following means:

Healthlinks newsletter – this one-page news briefing will be made available to school districts, individual educators and community-based organizations that receive grant funds from the State of Alaska on a monthly basis throughout the school year. Issues will focus on providing up-to-date consolidated news on research, curriculum, supplemental materials, available professional development opportunities, potential additional grant resources and other items of interest.

State of Alaska Department of Education & Early Development Web site – this site will feature available resources and training opportunities offered through the department and other sources as well as highlights of successes from prevention programs funded through grant resources. The web site will be updated bi-monthly.

Monitoring/Technical Assistance – In addition to any on-site or paper monitoring functions, Title IV staff will also offer opportunities for technical assistance for district staff working within these programs who may have difficulties with needs assessment, structuring measurable goals & objectives, selecting research-based curriculum/best practices and evaluation. Technical assistance will be available by phone, email, on-site meetings and through other conferences and events.

COORDINATE HEALTH PROMOTION AND PREVENTION EFFORTS

The department will continue to promote opportunities for networking and collaboration with other state agencies, associations, and community based organizations in order to maximize the health promotion and prevention benefits for Alaska’s children. We will continue to participate on Professional

Evaluation Committee's for other departments, as well as invite other organizations to participate in any reviews we conduct. We will continue to organize our Alaska Comprehensive Health Education Network meetings, providing an advisory board to the safe and drug-free efforts of the department. We will continue to organize the Interdepartmental Advisory Council on School Safety in order to work towards safer school environments.

EED also plans to organize an external review process for our grant application for federal funds, inviting the Commissioner, and representatives of the division of Alcoholism & Drug Abuse, the division of Mental Health and child welfare, State Board of Education & Early Development and other parents, students and community members. This public input will be critical to refining our state plan.

9. Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]

- b. Describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the performance goals stated, details about what mechanism the State will use to collect data concerning the indicators, and provide baseline data for indicators (if available).**

DATA SOURCE

The Alaska Department of Education & Early Development will gather the above information in two ways. First, the end of year consolidated performance report will include data on Performance Indicator 4. This end of year report will be a compilation of questions requesting information on programs used, teacher training and professional development on a particular program, etc. This end of year report is due after the school year is completed and the fiscal year is over. Consolidated Performance Reports from the LEA's traditionally mirror the SEA consolidated performance report to the U.S. Department of Education very closely.

Additionally, the Alaska Department of Education & Early Development has created a free, secure data base that is accessible through the department's home page. This database, called the Suspension and Expulsion database, is a means of gathering data on suspensions and expulsions occurring on school property throughout the state on a regular basis. By entering the data on the web site, schools and districts have the opportunity to track information regarding school, student, or event, as well as meeting the reporting requirements placed on them by both the state and federal government. This database can be accessed by districts/schools interested in entering information at any time, however, the final report is due at the same time as the consolidated report mentioned in the paragraph above.

Information on Student Risk Behaviors has traditionally been gathered using the Youth Risk Behavior Survey, administered state wide every odd numbered calendar year. In 1999, the state legislature passed a law requiring active parental permission for surveys and questionnaires given to students in school settings. Since the passage of that law, the State of Alaska has not been able to receive weighted, usable data that accurately reflects the current situation of drugs, alcohol or other substances being offered to students on campus. As it stands at this time, the State will continue to struggle with ways to provide prevalence data on self reported behaviors for Alaska students. We plan to convene a task force in summer 2002 comprised of school officials, parents, community and health advocates to identify ways to make this efforts more successful.

The State has plans to convene a working group during the fall of 2002 to develop a state definition of persistently dangerous schools. This working group will consist of members from the State of Alaska Commissioner's Office, Local School District Superintendents, Local School Boards, Peace Officers, Special Educators, Parents, Students, Teachers and other interested individuals. This group will examine indicators such as federal and/or state gun-free schools violations, violent criminal offenses committed on school property, and school expulsions to determine the criteria for labeling a school "persistently dangerous." This working group will also make recommendations as to the procedures for notification of families of school choice options once schools are labeled. The Alaska Department of Education & Early Development will consider all recommendations in order to develop appropriate regulations. Regulations will be developed once additional guidelines are received from the US Department of Education in this area. As is the case with all regulatory actions, the department will solicit public comment in order to further refine the state definition.

PERFORMANCE INDICATORS

- The percentage of schools that conduct a safe and drug-free schools needs assessment on a biennial basis.
- The percentage of school districts that have adequate policies related to violence, alcohol and other drugs.
- The percentage of schools that offer research-based health promotion and prevention curriculum.
- The percentage of schools that offer courses and curriculum that support safe and drug-free lifestyles.
- The percentage of schools that assess their health and safety courses at a regular interval.
- The percentage of schools that do not suspend or expel students for weapons-related offenses.
- The percentage of schools that do not suspend or expel students for non-weapons-related offenses.

- The percentage of schools that do not suspend or expel students for drug, alcohol and tobacco related offenses.
- The percentage of schools that involve families in violence prevention activities.
- The percentage of schools that involve families in drug, alcohol and tobacco prevention activities.
- The percentage of schools that provide program specific training for teachers and other staff members on safe and drug-free issues.
- The percentage of schools that offer professional development to their staff on safe and drug-free issues.

PERFORMANCE MEASURES

Goal: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Objective	Activity	Evaluation
School district policies related to violence, alcohol and other drugs will be evaluated, strengthened and revised.	-Survey district policies -Develop scoring rubric -Evaluate policies -Make recommendations	20% of Alaska district reviews will be completed by June 30, 2003.
Provide professional development on health promotion and prevention topics using research-based materials.	-Addressing Barriers to Student Learning Training -Fetal Alcohol Syndrome Summit -Health Education Standards & Assessment Training -Programs That Work Training	EED will sponsor a minimum of 5 training events prior to June 30, 2003. Each training will increase participant's knowledge and skills as demonstrated by pre/post evaluation surveys and interviews.

Objective (continued)	Activity (continued)	Evaluation (continued)
Provide outreach on health promotion and prevention topics to parents and families.	<ul style="list-style-type: none"> -Alaska State PTA Conference -Local community events 	EED will sponsor a minimum of 3 events prior to June 30, 2003. Each event will increase participants awareness of relevant issues as shown by evaluations.
Provide schools access to proven and promising prevention and health promotion materials.	<ul style="list-style-type: none"> -Advertise availability on web site -Highlight in Healthlinks newsletter and other electronic means -Provide access to at appropriate trainings 	There will be an increase of knowledge by health education practitioners of appropriate resources available as demonstrated by an annual survey completed prior to June 30, 2003.
Provide public access to statewide data on health behaviors of Alaska youth.	<ul style="list-style-type: none"> -Support efforts to amend state law regarding parental permission for surveys -Work with DHSS and local districts to obtain weighted data for 2003 YRBS -Publish data on EED web site and in printed form 	EED will complete the 2003 YRBS prior to June 30, 2003.
Collaborate with other agencies, districts and professional groups to expand prevention efforts.	<ul style="list-style-type: none"> -Formalize a Safe and Drug-Free Schools Advisory Working Group, who will review applications for funding, make plans to collaborate on training opportunities, and share resources and funding streams as appropriate 	EED will staff an advisory group who will meet a minimum of 2 times per year prior to June 30, 2003.
Develop definition of persistently dangerous schools through a regulatory process	<ul style="list-style-type: none"> -Gather advisory group to determine definition -Develop regulations to present to the state board -Finalize regulations through revisions from a public comment period 	EED will secure adoption of final regulations providing guidance for schools by June 30, 2003

9. Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]

- c. Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112(c)(3). The description should include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.

The state already has a free, secure database available for all schools and districts to use to report data. The Alaska Department of Education & Early Development is responsible for collecting and managing this data system. The system collects information on suspensions and expulsions due to weapons and non-weapons related infractions, including truancy rates and the incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary and secondary schools.

The state will collect information regarding what curricula and programs are being offered at the local level by using the consolidated end of year report to districts. This report is provided to districts and is due after the June 30 fiscal year ends each year.

The state will continue to investigate avenues to gather information regarding the incidence and prevalence, age of onset and perceptions of risk and social disapproval of drugs, alcohol and violence. This is an ongoing problem for the state of Alaska due to the restrictive nature of the law passed by the state legislature in 1999, which does not allow for the administration of surveys that ask questions of such a "personal or family nature" without active parental permission. (see question 9b)

10. Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]

- a. The Governor may reserve up to 20 percent of the State's allocation under this program to award competitive grants or contracts. Indicate the percentage of the State's allocation that is to be reserved for the Governor's program.

The State of Alaska reserves the full 20% for the Governor's program.

10. Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]

- b. The Governor may administer these funds directly or designate an appropriate State agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.

The Governor in Alaska designates the Alaska Department of Education & Early Development to receive the funds and administer the allocation. The head of the department is Commissioner Shirley Holloway, 801 West 10th Street, Suite 200, Juneau, AK 99801-1894. (907) 465-2802. The DUNS number for the Alaska Department of Education & Early Development is 809386824

11. Title IV, Part A, Subpart 2, section 4126 -- Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]

Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

The Alaska Department of Education & Early Development has been collecting information on suspensions and expulsions for two years. Based on last year's end of the year data report, we will administer funds to 3 school districts that reported the highest incidence of suspensions and expulsions on campus. One site will be urban, one site will be suburban, and one site will be rural. These three sites will work in conjunction with the Department of Education & Early Development as well as the Department of Juvenile Justice, to implement community service programs in their communities. We will work with the Office of Juvenile Justice to identify existing programs which are based in research and are showing promise of positive behavior change.

12. Title IV, Part B: 21st Century Community Learning Centers [Goals 1, 2, and 5]

Identify the percentage of students participating in 21st Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year, and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.

EED will identify and collect this baseline data during the 2002-2003 school year and will submit the data to the Department by September of 2003.

13. Title V, Part A -- Innovative Programs [Any goal(s) selected by State]

- a. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –
- i. Children living in areas with concentrations of economically disadvantaged families;
 - ii. Children from economically disadvantaged families; and
 - iii. Children living in sparsely populated areas.

Local Education Agencies (LEAs) receive 85% of the total Title V funds allocated to Alaska. The distribution of funds is made on the basis of the following percentages as outlined in the Title V regulations.

- Thirty-five (35) percent of funds are allocated on the basis of public school average daily membership (ADM) adjusted to include participating private school enrollment.
- Thirty (30) percent of funds are allocated based on a weighted (50% 1997 census, 50% Department of Health and Social Services public assistance data) school-age poverty count. This thirty (30) percent will be reserved for distribution according to an adjustment to provide higher per pupil allocations only to local educational agencies that serve the greatest numbers or percentages of children from economically disadvantaged families as follows:
 - Local educational agencies will be rank ordered from the highest to the lowest by the percent of children from economically disadvantaged families;
 - Those districts that have 15% or higher children from economically disadvantaged families qualify as eligible for the reserved funds;
 - Each of the eligible districts will receive an additional per pupil allocation from the reserved funds equal to its proportion of the total number of economically disadvantaged children of the eligible districts; and
 - This additional allocation will be added to the districts' allocations that are generated from the other two formula factors.
- Thirty-five (35) percent of funds are allocated based on the number of children from sparsely populated areas.

The definition of sparsity is: All Local Education Agencies having a district enrollment less than 4000 shall be considered sparse.

Any district generating an allocation less than \$5000 from the combined enrollment, sparsity and poverty factors will receive a minimum allocation of \$5000.

b. Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.

The State will reserve \$286,729 for administration and targeted areas. \$43,009 (15%) will go for administration, and \$243,720 will be used for specific activities such as:

- Design and implementation of yearly state assessments
- Support for continual implementation and review of state student performance standards
- Support for summarizing and analyzing student academic achievement
- Support for Department of Education & Early Development staff to provide professional development and technical assistance to LEAs to improve student performance.

At this time we believe that approximately 25% of the \$243,720, or \$60,930, will be spent on each of the above activities.

14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1,2,3,5]

Describe how the State plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).

Funds received will be used to:

1. Hire personnel to oversee the development of additions and modifications to the state assessment system in order to implement the provisions of the No Child Left Behind Act:
 - Education Specialist Science- Responsible for development of Performance Standards/initial test development
 - Education Specialist-LEP issues-Responsible for selection of Language Development Test and translation of tests, and development of approved accommodations for LEP students
 - Education Specialist-Coordinator of Assessment Support to districts- Responsible for training and support for the implementation of the State Assessment Program and the use of achievement results. Responsible for publications to assist districts.
 - Education Specialist-Assessment Development- Develop RFP proposals, supervise the vendor selection process, and oversee current contracts.
2. Provide funding for the following additional statewide committees that will be required to implement the provisions of the No Child Left Behind Act:
 - Science Assessment Committee
 - Assessment Development Committee
 - Grade Level Performance Standard Development Committee

- Assessment Policies and Procedures Committee
 - Data Committee
 - Alternate Assessment Committee
 - RFP Committees
3. No later than September 1, 2002, EED will provide to USDE budgetary information relating to a common statewide assessment for Limited English Proficient students, including:
 - amount to be used for development of the assessment, with examples of the kinds of things that will be included under "development"; and
 - amount to be used for implementation of the assessment, with examples of the kinds of things that will be included under "implementation."
 4. Provide funding to contract for additional services from CTB/McGraw-Hill:
 - Modifications to scoring reports
 - Provide pre-slugging for answer sheets on a statewide basis
 - Provide additional reports for districts
 - Provide electronic data for all districts
 5. Provide funding to districts to support the costs of providing an Assessment Coordinator for each district.
 6. Providing funding to enter into Professional Services agreements and cooperative agreements:
 - CCSSO Language Development Testing CAS
 - CCSSO Testing Augmentation CAS
 - National Center for Improvement of Assessment
 - Northwest Labs
 7. Provide funding to develop translations of Benchmark Tests

15. Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals 1,2,3,5]

- a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.
- b. Describe how the State elects to make awards under the Rural and Low-Income School Program:
 - i. By formula proportionate to the numbers of students in eligible districts;
 - ii. Competitively (please explain any priorities for the competition); or
 - iii. By a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students. (NOTE: If a State elects this option, the formula must be submitted for the Department's approval. States that elect this option may submit their State-designed formulas for approval as part of this submission.)

Alaska has no districts that are eligible for Rural and Low Income Title VI B grants.

**GEPA STATEMENT
FOR
NO CHILD LEFT BEHIND 2001
ALASKA CONSOLIDATED PLAN
AND STATE APPLICATION**

The Alaska state and local education agency programs funded through the No Child Left Behind Act of 2001 will not discriminate in employment, supervision, practices, services, or access to educational programs on the basis of race, ethnicity, national origin, religion, color, age, gender, handicap, marital status, changes in marital status, pregnancy, parenthood, sexual orientation, veteran's status, veteran's disability, or political affiliation. The state and local education agencies will ensure that all Alaskans have equal access to the programs and services available under the No Child Left Behind Act of 2001.

Local education agencies receiving funds for programs under the No Child Left Behind Act of 2001 will be required to identify potential barriers to participation in these programs, and means to assist students, parents, and others in overcoming these barriers so that eligible individuals may receive full benefit of the services offered through these programs. For example, in an LEA where a significant number of the students and families served by these programs speak a language other than English as their primary home language, the LEA must provide parent information about programs, school choice, and other options for which their children are eligible, in that home language. This information may be presented in one or more of the following forms:

- Parent information meetings conducted in the home language(s), or with translators present;
- Print information in the home language(s);
- Television and radio public service announcements in the home language(s);
- Personal contact with a representative of the school or LEA who speaks the home language(s); or,
- Other similar activities that ensure parents who do not speak and/or read English fluently receive information about services and options available to their children.

Consolidated Administrative Funds

1. Does the SEA plan to consolidate State-level administrative funds?

Yes, EED plans to consolidate State-level administrative funds, including Title I funds.

Line items included under consolidations administrative funds include personnel, contractual, travel, and supplies and equipment.

If yes, please provide information and analysis concerning Federal and other funding that demonstrates that Federal funds constitute less than half of the funds used to support the SEA.

Based on the FY 2002 EED Budget, the following analysis of funding sources includes:

General Fund:	\$754,449.7	73.4%
Federal:	\$161,730.9	15.7%
Other:	\$112,377.3	10.9%
TOTAL:	\$1,028,557.9	100%

Federal funds constitute less than half of the funds used to support the SEA.

If yes, are there any programs whose funds are available for administration that the SEA will not consolidate?

Title I-B, Even Start, administrative funding will not be consolidated.

2. Please describe your plans for any additional uses of funds.

EED has no plans, at this time, for additional uses of funds.

Transferability

Does the State plan to transfer non-administrative State-level ESEA funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123 of the ESEA)? If so, please list the funds and the amounts and percentages to be transferred, the program from which funds are to be transferred, and the program into which funds are to be transferred.

The Alaska Department of Education & Early Development does not intend to transfer non-administrative State-level funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123) at this time.

(Note: If the State elects to notify the Department of the transfer in this document, the State's responses to the application's requests for information should reflect the State's comprehensive plan after the transfer. If the State has not elected to transfer funds at this time, it may do so at a later date. To do so, the State must (1) establish an effective date for the transfer, (2) notify the Department (at least 30 days before the effective date of the

transfer) of its intention to transfer funds, and (3) submit the resulting changes to the information previously submitted in the State's consolidated application by 30 days after the effective date of the transfer.)

ASSURANCES AND CERTIFICATIONS

Instructions:

The Consolidated State Application Signature Page, signed by the authorized State/SEA representative and **submitted in June 2002**, certifies the State's agreement to the following sets of assurances, the crosscutting certification, and the requirements of GEPA, Section 427.

General and Cross-Cutting Assurances

Description: Section 9304(a) requires States to have on file with the Secretary a single set of assurances, applicable to each program included in the consolidated application, that provide that --

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;
4. The State will adopt and use proper methods of administering each such program, including—
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
 - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;
5. The State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;
6. The State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;
7. The State will—
 - a. Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and
 - b. Maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and
 - c. Before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

Certification

Certification of compliance with Unsafe School Choice Option Requirements

The State certifies that it has established and implemented a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as determined by the State (in consultation with a representative sample of local educational agencies), or who become victims of violent criminal offenses, as determined by State law, while in or on the grounds of public elementary and secondary schools that the students attend, be allowed to attend safe public elementary or secondary schools within the local educational agency, including a public charter school.

ESEA Program Specific Assurances

Each SEA that submits a consolidated application also must provide an assurance that it will comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that States would address, absent this consolidated application, in a program-specific plan or application. States are required to maintain records of their compliance with each of those requirements. (Note: For the Safe and Drug Free Schools programs, the SEA must have all appropriate assurances from the Governor on record.)

Through the general assurance and assurance (1) in section 9304 (a), the SEA agrees to comply with all requirements of the ESEA and other applicable program statutes. While all requirements are important, we have identified below a number of key requirements of each program that the SEA is agreeing to meet through this general assurance. This list of program-specific requirements the SEA is assuring is not exhaustive; States are accountable for all program requirements.

1. Title I, Part A – Improving Basic Programs Operated By LEAs

Assurance that –

- a. The State plan for the implementation of Title I, Part A was developed in consultation with LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents and that the plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.
- b. The SEA has a plan for assisting LEAs and schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve State standards, including:
 - i. the use of schoolwide programs;
 - ii. steps to ensure that both schoolwide program- and targeted assisted program schools have highly qualified staff (section 1111);
 - iii. ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);
 - iv. use of curricula aligned with state standards (section 1111);

- v. provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
- vi. choice and options (section 1116);
- vii. the state support system under section 1117; and
- viii. teacher and paraprofessional qualifications (section 1119).
- c. The State has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
- d. The State will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of NCLB.
- e. The State will implement the provisions of section 1116 regarding LEAs and schools in improvement and corrective action.
- f. The State will produce and disseminate an annual State Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
- g. The SEA will ensure that LEAs will annually assess English skills for all limited-English proficient students.
- h. The SEA will coordinate with other agencies that provide services to children, youth and families to address factors that have significantly affected the achievement of students.
- i. The SEA will ensure that assessment results are promptly provided to LEAs, schools, and teachers.
- j. The State will participate in State academic assessments of 4th and 8th grade reading and mathematics under NAEP if the Secretary pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
- k. The SEA, in consultation with the Governor, will produce a plan for carrying out the responsibilities of the State under sections 1116 and 1117, and the SEA's statewide system for technical assistance and support of LEAs.
- l. The SEA will assist LEAs in developing or identifying high-quality curricula aligned with State academic achievement standards and will disseminate such curricula to each LEA and local school within the State.
- m. The State will carry out the assurances specified in section 1111(c).

1. Title I, Part B – Even Start Family Literacy

Assurance that –

- a. The SEA will meet its indicators of program quality developed in section 1240.
- b. The SEA will help each project under this part to fully implement the program elements described in section 1235, including the monitoring of the projects' compliance with staff qualification requirements and usage of instructional programs based on scientifically based reading research for children and adults.

- c. The SEA collaborated with early childhood specialists, adult education specialists, and others at the State and local level with interests in family literacy in the development and implementation of this plan.

2. Title I, Part C – Education of Migrant Children

Assurance that –

In addition to meeting the seven program assurances in Section 1304(c), the SEA will ensure that –

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; and (c) the integration of services available under this part with services provided by those other programs, a (d) measurable program goals and outcomes.
- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).
- c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.

4. Title I, Part D – Children and Youth Who Are Neglected, Delinquent or At-Risk

Assurance that the SEA –

- a. Will ensure that programs will be carried out in accordance with the State plan.
- b. Will carry out the evaluation requirements of section 1431.
- c. Has collaborated with parents, correctional facilities, local education agencies, public and private business and other state and federal technical and vocational programs in developing and implementing its plan to meet the educational needs of neglected, delinquent, and at-risk children and youth.
- d. Conducts a process to award Subpart 2 subgrants, to programs operated by local education agencies and correctional facilities.
- e. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other programs under this Act or other Acts.

5. Title I, Part F – Comprehensive School Reform

Assurance that the SEA will --

- a. Fulfill all requirements relating to the competitive subgranting of program funds.
- b. Awards subgrants of not less than \$50,000 and of sufficient size and scope to support the initial costs of the program.

- c. Award subgrants renewable for 2 additional one year periods if the school is making substantial progress.
- d. Consider the equitable distribution of subgrants to different geographic regions in the State, including urban and rural areas and to schools serving elementary and secondary students.
- e. Reserve not more than five (5) percent of grant funds for administrative, evaluation, and technical assistance expenses.
- f. Use funds to supplement, and not supplant, any other funds that would otherwise be available to carry out these activities.
- g. Report subgrant information, including names of LEAs and schools, amount of award, and description of award.
- h. Provide a copy of the State's annual program evaluation.

6. Title II, Part A – Teacher and Principal Training and Recruiting Fund

Assurance that –

- a. The SEA will take steps to ensure compliance with the requirements for “professional development” as the term is defined in section 9101(34).
- b. All funded activities will be developed collaboratively and based on the input of teachers, principals, administrators, paraprofessionals, and other school personnel.
- c. The SEA will implement the provisions for technical assistance and accountability in section 2141 with regard to any LEA that has failed to make adequate yearly progress for two or more consecutive years.

7. Title II, Part D – Enhanced Education Through Technology

Assurance that the SEA --

- a. Will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.
- b. Has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of ESEA.

8. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement

Assurance that --

- a. Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available.
- b. The State will consult with LEAs, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers in developing annual measurable student achievement objectives for subgrantees.
- c. Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for limited English

proficient children are fluent in English and any other language used for instruction.

- d. In awarding subgrants to eligible entities that have experienced a recent significant increase in the percentage or number of immigrant students, the State will equally consider eligible entities that have limited or no experience in serving immigrant children and youth, and consider the quality of each local plan.
- e. Subgrants will be of sufficient size and scope to support high-quality programs.
- f. Subgrantees will be required to provide for an annual reading or language arts assessment in English of all children who have been in the United States for three or more consecutive years.
- g. Subgrantees will be required to assess annually the English proficiency of all LEP children.
- h. A subgrantee plan will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
- i. Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- j. Subgrantee evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
- k. A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.
- l. Subgrantees will be required to provide the following information to parents of LEP children selected for participation in a language instruction educational program:
 - 1) How the program will meet the educational needs of their children;
 - 2) Their options to decline to enroll their children in that program or to choose another program, if available;
 - 3) If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.
- m. In awarding subgrants, the State will address the needs of school systems of all sizes and in all geographic areas within the State, including school systems with urban and rural schools.

9. Title IV, Part A – Safe and Drug-Free Schools and Communities

Assurance that --

- a. The State has developed a comprehensive plan for the use of funds by the State educational agency and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of local educational agencies under section 4115(b), that comply with the principles of effectiveness under

- section 4115(a), and that otherwise are in accordance with the purpose of this part.
- b. Activities funded under this program will foster a safe and drug-free learning environment that supports academic achievement.
 - c. The application was developed in consultation and coordination with appropriate State officials and others, including the chief executive officer, the chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State child welfare agency, the head of the State board of education, or their designees, and representatives of parents, students, and community-based organizations.
 - d. Funds reserved under section 4112(a) will not duplicate the efforts of the State education agency and local educational agencies with regard to the provisions of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the State educational agencies and local educational agencies and populations that need special services, such as school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth.
 - e. The State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122.
 - f. LEAs in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this program.
 - g. Funds under this program will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such State, local, and other non-Federal funds.
 - h. A needs assessment was conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth, the prevalence of protective factors, buffers, or assets and other variables in the school and community identified through scientifically based research.
 - i. The State will develop and implement procedures for assessing and publicly reporting progress toward meeting the performance measures.
 - j. The State application will be available for public review after submission of the application.
 - k. Special outreach activities will be carried out by the SEA and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.

- l. Funds will be used by the SEA and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities.
- m. The State will develop a process for review of applications from local educational agencies that includes receiving input from parents.

10. Title IV, Part B – 21st Century Community Learning Centers

Assure that the SEA will –

- a. Write the State application in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations.
- b. Award subgrants of not less than three years and not more than five years that are of not less than \$50,000 and of sufficient size and scope to support high quality, effective programs.
- c. Fund entities that propose to serve students who primarily attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families, and the families of such students.
- d. Require local applicants to submit a plan describing how community learning centers to be funded through this grant will continue after the grant period.
- e. Require local applicants to describe in their applications how the transportation needs of participating students will be addressed.

11. Title V, Part A – Innovative Programs

Assure that --

- a. The State has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools).
- b. The State has made provision for timely public notice and public dissemination of the information concerning allocations of funds required to implement provisions for assistance to students attending private schools.
- c. Apart from providing technical and advisory assistance and monitoring compliance with this part, the SEA has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEAs' application for program funds submitted under section 5133.

APPENDIX A

Application for Competitive Grants Under Title VI, Subpart I, Section 6112: Enhanced Assessment Instruments

Proficiency on State assessments required under Title I, Part A, of the ESEA is the primary indicator in the ESEA of student academic achievement and, hence, the primary measure of State success in meeting the goals of No Child Left Behind. In view of the critical importance of these State assessments, section 6111 provides formula grants to all SEAs, and section 6112 authorizes the Secretary to make competitive grant awards to State educational agencies (SEAs) to help them enhance the quality of assessment and accountability systems.

Purpose of Program: To enhance the quality of assessment instruments and systems used by States for measuring the achievement of all students.

Eligible Applicants: State Educational Agencies; Consortia of State Educational Agencies. An application from a consortium of SEAs must designate one SEA as the fiscal agent.

Estimated Available Funds: \$17,000,000

Estimated Range of Awards: \$300,000 to \$2,000,000

Estimated Average Size of Awards: \$850,000.

Estimated Number of Awards: 20

(Note: The Department is not bound by these estimates. However, in no case will an award be less than the amount specified in §6113(2)(A)(ii) based on the State's enrollment of students ages 5-17.)

Project period: Through September 30, 2004.

Statutory Reference: Public Law 107-110, The No Child Left Behind Act of 2001, §§6112-6113.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.

Instructions: Because of the close relationship between this program and Part A of Title I, States that wish to apply for the competitive portion of the State assessment grants under the Enhanced Assessment Instruments Program must do so in the same manner that they apply for Part A funds—either both through the Consolidated Application or both through individual applications.

To apply for funds under this program, follow all instructions below, complete all items under the "Submission" section, and submit in time that materials are received by us no later than **September 15, 2002**. Since section 6112 is a competitive grant program, proposals will be reviewed by field readers and competed in the form in which they are received by the due date. Applicants will not have an additional opportunity to submit clarifications or amplifications or to respond to questions.

Electronic submissions are encouraged and must be submitted to joseph.johnson@ed.gov. Please send a follow-up paper copy of the cover page signed by the authorized representative.

Paper submissions (original and 4 copies) must be mailed to the following address:

Joseph Johnson
Compensatory Education Programs
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6132

Due to potential delays of mail through the U.S. Postal Service, applicants are encouraged to utilize alternative carriers for paper submissions.

Absolute Priorities

Section 6112(a) requires that all funded applications demonstrate that States (or consortia of States) will –

1. Collaborate with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for the assessments described in section 1111(b)(3) of Title I, Part A;
2. Measure student academic achievement using multiple measures of student academic achievement from multiple sources;
3. Chart student progress over time; or
4. Evaluate student academic achievement through the development of comprehensive academic assessment instruments, such as performance and technology-based academic assessments.

Competitive Preferences

Enhancing assessment instruments so that they take into consideration alternatives for assessing students with disabilities and limited English proficient students is one of the pressing needs in the area of assessments. In addition, the complexity of improving assessments calls for collaborative efforts between and among states to yield approaches that can be adapted in varied contexts and for effective dissemination of results to increase the likelihood that the projects funded will contribute to ongoing State efforts to improve their assessment systems.

Toward those ends, the Secretary establishes the following competitive preferences and will award up to 35 points to an applicant based on how well its application meets the following preferences. These preference points will be in addition to points an applicant earns under the selection criteria.

1. Accommodations and alternate assessments. (20 points) Applications that can be expected to significantly advance practice in the area of increasing accessibility and validity of assessments of students with disabilities and/or limited English proficiency, including strategies for test design, administration with accommodations, scoring and reporting.
2. Collaborative efforts. (10 points) Applications that are sponsored by a consortium of States.
3. Dissemination. (5 points) Applications that include an effective plan for dissemination of results.

Submission

Electronic submissions are encouraged. An applicant that submits a paper application must submit one original and four copies of its complete application. The application must include:

1. An indication in the List of Included Programs, (p. 9) of the State's Consolidated State Application that the SEA includes "Section 6112, Enhanced Assessment Instruments" as a program included in its Consolidated State Application. For an application from a consortium of States, this indication must be included in the Consolidated State Application of the SEA that will serve as fiscal agent. If a State does not so indicate when it submits its Consolidated Application June 12, 2002, but later (prior to September 15, 2002) decides to apply for funding under Section 6112, then an amended List of Included Programs for its State Consolidated Application must be submitted with the application for Section 6112 funds. Inclusion of Section 6112 in this checklist indicates that the state agrees that the assurances made for the Consolidated State Application cover its activity under Section 6112.
2. A page that provides the following identifying information:
 - a. The program name and CFDA Number,
 - b. The name(s) of the applicant agency(ies),
 - c. The name of the agency that will serve as fiscal agent,
 - d. The DUNS number for the agency that will serve as fiscal agent,
 - e. The TIN for the agency that will serve as fiscal agent,
 - f. A descriptive title for the project,
 - g. The name and contact information for the project director, and
 - h. The name, contact information, and signature of the responsible official for the agency that serves as fiscal agent.
3. A one-page abstract that gives an overview of the proposed project; its goals, purposes, and scope; its relationship, if any, to particular states' assessment systems; and any special features.
4. A program narrative that
 - a. Identifies which of the four absolute priorities is (are) met by the proposed project and describes how the project will meet such requirement(s).
 - b. If applicable, describes how the proposed project meets one or more of the competitive preferences,
 - c. Addresses each of the selection criteria, and
 - d. Is limited to no more than 40 pages using the following standards:
 - 1) Each "page" is 8.5" x 11" (on one side only) with one-inch margins (top, bottom, and sides)
 - 2) Double space (no more than 3 lines per vertical inch) and use a font no smaller than 10 point for all text in the application narrative, including titles, headings, footnotes, quotations, and captions as well as all text in charts, tables figures, and graphs.
 - 3) Your cover sheet, budget section (chart and narrative), assurances and certifications, response regarding research activities involving human subjects, GEPA 427 response, one-page abstract, personnel resumes, and

letters of support are not included in the page limit; however, your responses to 4(a) – 4(c) must be included within the page limit.

- 4) Our reviewers will not read any pages of your application that –
 - (a) Exceed the page limit if you apply these standards; or
 - (b) Exceed the equivalent of the page limit if you apply other standards.
5. A statement of whether any research activities involving human subjects are planned at any time during the proposed project period. Answer clearly “yes” or “no.” If your answer is “yes,” provide one of the following and the required accompanying narrative:
 - a. Exemption number(s); or
 - b. Assurance of compliance number, IRB approval date, and whether IRB conducted a full or expedited review. If your project will include research activities involving human subjects and has any activities that do not meet the exemption criteria, but you do not have an assurance of compliance, then so state. In this case, the applicant organization, by signature on the application is declaring that it will comply with 34 CFR 97 within 30 days after a specific formal request from the designated ED official for the assurances and IRB certifications.

For an explanation of the required documentation for item 5, see the discussion that begins on the second page of instructions for Form 424, which is found at <http://www.ed.gov/offices/OCFO/grants/appforms/ed424.pdf> Do not use form 424, but base your response to item 5 above on the information in the instructions for this form.

For further information about the regulations governing research involving human subjects, see <http://www.ed.gov/offices/OCFO/humansub.html>

6. A description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs, as required by GEPA 427. [See “Notice to All Applicants” found at: <http://www.ed.gov/offices/OPE/HEP/gepa.html>]
7. Budget information, using form ED-524. Attach the required budget narrative. [A fillable form is available at: <http://www.ed.gov/offices/OCFO/grants/appforms/ed524frmfill.pdf> and the instructions are at <http://www.ed.gov/offices/OCFO/grants/appforms/ed524ins.pdf>]

Selection Criteria

The Secretary will use the following selection criteria to evaluate applications under this competition. The maximum score for each criterion is indicated in parentheses with the criterion. The maximum score for all selection criteria is 100 points. The criteria are as follows:

1. Need (10 points)
 - a. The Secretary considers the need for the proposed project.
 - b. In determining the need for the proposed project, the Secretary considers the following factors:

- i. The magnitude and severity of the problem to be addressed by the proposed project
 - ii. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure
 - iii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.
2. Scope (10 points)
 - a. The Secretary considers the scope of the proposed project.
 - b. In determining the scope of the proposed project, the Secretary considers the following factors:
 - i. The extent to which the goals, objectives, and indicators to be achieved by the proposed project are clearly specified and measurable.
 - ii. The extent to which the goals and objectives are sufficiently broad to be likely to result in significant change or improvement of one or more state assessment systems.
3. Significance (15 points)
 - a. The Secretary considers the significance of the proposed project.
 - b. In determining the significance of the proposed project, the Secretary considers the following factors:
 - i. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.
 - ii. The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.
 - iii. The extent to which the proposed project is likely to yield findings that may be utilized by other appropriate agencies and organizations.
 - iv. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.
4. Quality of Project Design (30 points)
 - a. The Secretary considers the quality of the project design of the proposed project.
 - b. In determining the quality of the project design of the proposed project, the Secretary considers the following factors:
 - i. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
 - ii. The quality of the proposed demonstration design and procedures for documenting project activities and results.
 - iii. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
 - iv. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.
 - v. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
 - vi. The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

- vii. The quality of the methodology to be employed by the proposed project.
- 5. Quality of the Management Plan (5 points)
 - a. The Secretary considers the quality of the management plan for the proposed project.
 - b. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
 - i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks
 - ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.
- 6. Quality of Project Personnel (10 points)
 - a. The Secretary considers the quality of the personnel who will carry out the proposed project.
 - b. In determining the quality of the personnel who carry out the proposed project, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
 - c. In addition, the Secretary considers the following factors:
 - i. The qualifications, including relevant training and experience, of the project director or principal investigator
 - ii. The qualifications, including relevant training and experience, of key project personnel.
 - iii. The qualifications, including relevant training and experience of project consultants or subcontractors
- 7. Adequacy of Resources (10 points)
 - a. The Secretary considers the adequacy of resources for the proposed project.
 - b. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
 - i. The adequacy of support, including facilities, equipment, supplies, and other resources from the applicant organization or the lead applicant organization
 - ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
 - iii. The extent to which the budget is adequate to support the proposed project.
- 8. Quality of Evaluation Plan (10 points)
 - a. The Secretary considers the quality of the evaluation plan for the proposed project.
 - b. In determining the quality of the evaluation plan for the proposed project, the Secretary considers the following factors:
 - i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
 - ii. The extent to which the methods of evaluation are appropriate to the context within which the project operates.

- iii. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- iv. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other situations.